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ABSTRACT

This set of health education materials for Grade 1 includes a teacher's manual, student workbook, activity posters, student booklets, suggestions for a special event, and a booklet of letters for parents. The topics cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The lessons for Grade 1 focus on rewarding healthy behavior, self-esteem, and acceptance of diversity. (LL)

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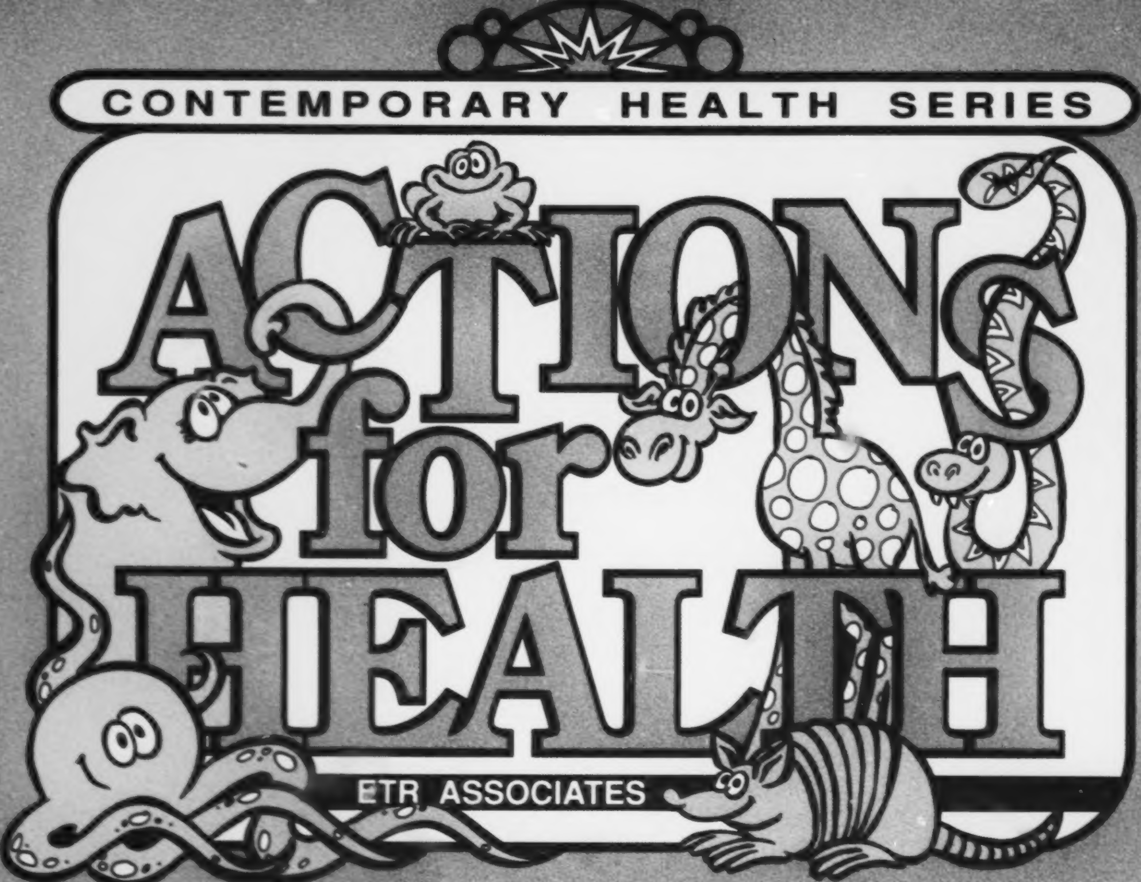
# CONTEMPORARY HEALTH SERIES



# ACTIONS for HEALTH

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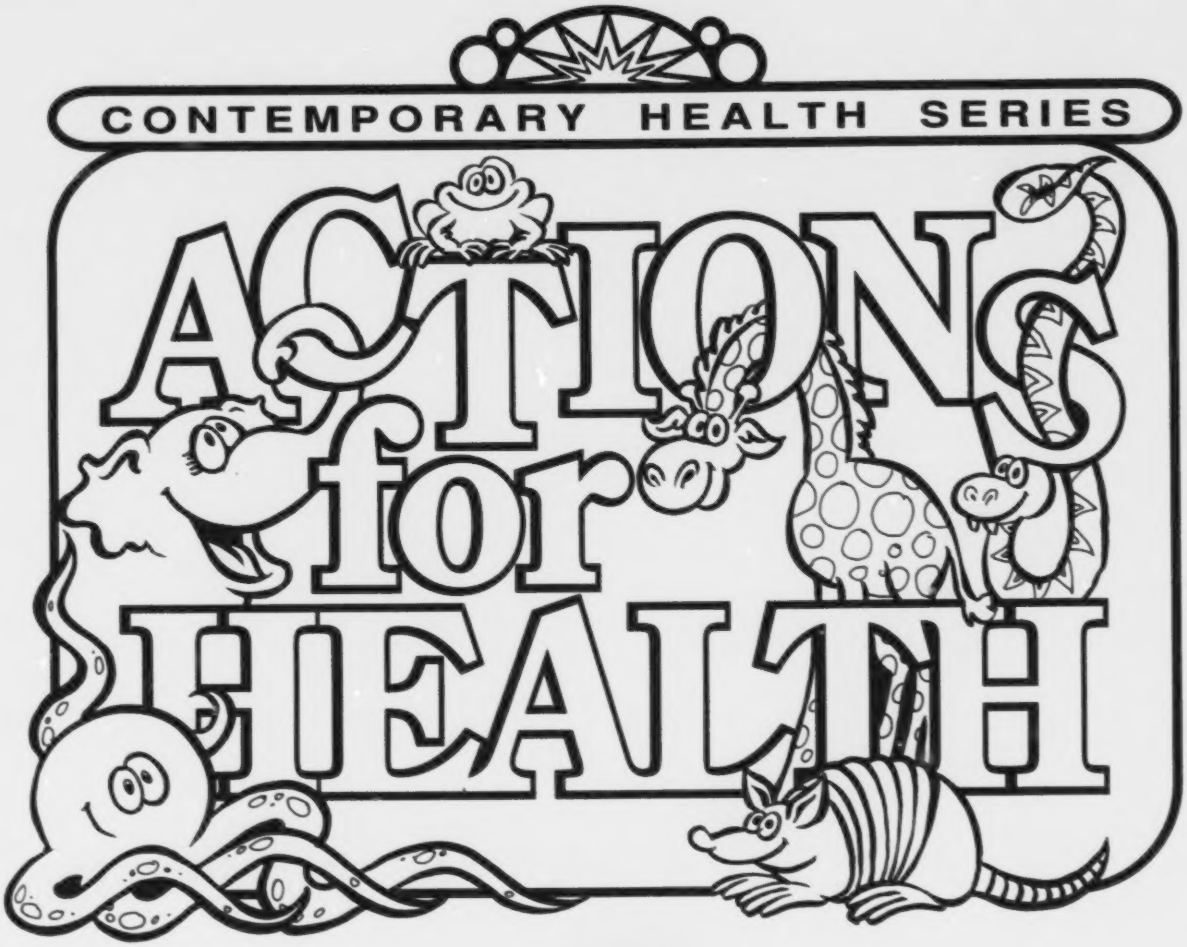

CONTEMPORARY HEALTH SERIES

# ACTIONS for HEALTH

## 1

**ETR ASSOCIATES**
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

*Actions for Health* is the elementary school component of ETR Associates' *Contemporary Health Series*, a K–12 comprehensive health education program.

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# Contents

Acknowledgments ........ v

**Program Philosophy** ........ 1
  Content Emphasis for the Contemporary Health Series ........ 2
  Personal and Social Skills ........ 3

**How to Use This Curriculum** ........ 5
  Overview of Grade 1 ........ 6
  Special Event ........ 7
  Lesson Elements ........ 7
  Teacher Responsibilities ........ 10
  Groundrules ........ 11
  Responding to Student Questions and Concerns ........ 11

**Unit I: Me, Myself and I**

Lessons

1. Look at Me ........ 15
2. My Body Is Special ........ 27
3. I Am Special! ........ 36
4. You Are Special, Too! ........ 42
5. Faces and Feelings ........ 49

**Unit II: I Am Part of a Family**

Lessons

6. Families Come in All Shapes and Sizes ........ 63
7. How Families Care ........ 71
8. Family Fun ........ 81
9. My Favorite Spot ........ 85

**Unit III: Taking Care of Myself Every Day**

Lessons

10. Health Is for Every Day ........ 91
11. Me and My Big Mouth ........ 98
12. I Have a Looth Tooth ........ 103
13. A Visit from the Dentist ........ 110
14. No Plaque Attacks for Me ........ 119
15. What Is a Healthy Snack? ........ 128
16. Snack Party ........ 138

**Unit IV: Everybody Gets Sick Sometime**

Lessons

17. Germs Make Me Sick! ........ 147
18. The Wellness Connection ........ 156

**Unit V: Keeping Myself Safe**

Lessons

19. Big Kids on the Bus ........ 169
20. Watch How You Walk ........ 174
21. Sensible Senses ........ 184
22. Let's Talk About Touch ........ 192
23. Say No, Get Away, Tell Someone ........ 202

**Unit VI: No Drugs for Me**

Lessons

24. Helpful or Harmful? ........ 215
25. Poison Alert! ........ 221
26. These Drugs Are Poison ........ 233
27. Love Your Lungs ........ 242
28. Habits Are Hard to Break ........ 249

**Unit VII: Health Helpers in the Community**

Lessons

29. Health Helpers ........ 255
30. Environmental Helpers ........ 264

**Special Event**

A Healthy Behavior Celebration ........ 273

# Acknowledgments

*Actions for Health* is the elementary component of ETR Associates' Contemporary Health Series. Together with *Into Adolescence* (for middle school students) and *Entering Adulthood* (for high school students), the series presents a comprehensive instructional program for health education in elementary through high school classes.

In many ways, the elementary program is the most critical part of the series. In addition to promoting cognitive development, elementary health education provides the foundation for building skills that promote healthy behavior and address health risks later in life. Self-esteem, decision making and other important skills that mark a healthy adult require time to develop and take hold. Education for important personal and social skills is essential at the elementary level.

*Actions for Health* is the result of the efforts of numerous educational advisors and consultants in addition to ETR staff. We wish to thank the administrators, curriculum specialists, teachers and health professionals who helped mold and refine this program. We also wish to acknowledge the students in classrooms across the country who participated in piloting this program. Their involvement was critical to the development of the final versions of each grade.

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# Program Philosophy

*Actions for Health* was designed with the elementary educator's special needs in mind. Each grade level has been pilot-tested in classrooms around the United States to ensure that the curriculum is effective and easy to use.

This comprehensive curriculum for students in grades kindergarten through six addresses the scope of recommended health education content. This content includes personal health and hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, environmental and community health, and consumer health.

Each of these content areas is addressed at each grade level, but different topics are emphasized in different grades for balance and appropriateness. The developers of the Contemporary Health Series have chosen to group these content areas into six areas of emphasis.

# Content Emphasis for the Contemporary Health Series

While the organization of the Contemporary Health Series represents a new way to look at health content, it correlates to specific health problems identified by the U.S. Centers for Disease Control (CDC) and to the ten basic health content areas. There is an emphasis, however, on important foundation elements needed to address health problems such as drug use and unintended pregnancy that begin to emerge in adolescence. A brief description of the six areas of emphasis follows:

- *Foundations for Health* addresses aspects of health education that are critical and important to the overall health of individuals. This area includes the topics of mental/emotional health, self-esteem, wellness, communication, stress management, relationships/friendships, responsibility, self-discipline, ethnic and cultural diversity, morals and values, refusal skills and decision making.
- *Personal Health and Nutrition* relates to the physical and personal aspects of health including consumer health and fitness.
- *Substance Use and Abuse* addresses education and prevention skills around the use of tobacco, alcohol and other drugs. This area emphasizes refusal skills and decision making.
- *Family Life and Sexuality* deals with the large range of content and skills related to families, relationships, growth and development, puberty, pregnancy, birth, sexual behavior, and sexuality and responsibility. This area also addresses the skills and information necessary to prevent the spread of sexually transmitted disease (including HIV/AIDS).
- *Injury Prevention* addresses the prevention of both intentional and unintentional injuries, including violence and suicide. This area focuses on encouraging behavior to reduce the risk of injury.
- *Health and Social Responsibility* addresses important social issues that are related to the health and welfare of others as well as self. These issues include acceptance of and respect for ethnic and cultural

differences, environmental concerns, community action, health care, and responsibilities related to the health of others.

While topics in each area of emphasis are addressed in each grade of *Actions for Health*, they are sequenced to be developmentally appropriate.

## Personal and Social Skills

Recent research in prevention programs indicates that effective programs combine skill-building activities with information. *Actions for Health* addresses skill development with different skill themes emphasized at each grade level and reinforced across grades. Students use the health content identified for each grade to practice the particular skill for that grade level, although all skills are presented in all grade levels. This emphasis on skills development empowers children to make choices that contribute in a positive way to their health. This, in turn, enhances students' self-esteem.

The following list describes the skills emphasized at each grade level:

- *Grade K—Self-Esteem.* Although not a skill per se, self-esteem provides the foundation for *Actions for Health* and is therefore the focus of Grade K. As with the skills, self-esteem is reinforced in all the other grades.
- *Grade 1—Rewarding Healthy Behavior.* Feeling good about a behavior increases the likelihood that an individual will continue to practice the behavior. Students can be taught to reward themselves for their behavior. They can also learn to provide reinforcement for the healthy behavior of others. Teachers, parents and the community also play an important role in reinforcing and rewarding healthy behavior.
- *Grade 2—Communicating with Others.* Communication is an essential prevention skill. Effective communication skills enable students

to establish feelings of connectiveness, express feelings, communicate health needs and resist internal or external pressures to practice unhealthy behavior.

- *Grade 3—Making Decisions.* Students need to be able to identify decision points, clarify complex issues, gather information, evaluate the advantages and disadvantages of alternatives, and take action. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.
- *Grade 4—Health Assertiveness.* Students need to be able to negotiate the right and the opportunities to practice healthy behavior. This skill involves resisting pressures to choose options that are inconsistent with personal, family or cultural values.
- *Grade 5—Managing Stress.* The ability to deal with stressful situations without jeopardizing one's health is an essential skill. Students need to be able to identify situations that cause stress and to minimize its potentially harmful effects.
- *Grade 6—Setting and Achieving Goals.* Students who can identify their needs, set goals and take action to achieve those goals are able to take charge of their lives and create their own opportunities to practice healthy behavior.

# How to Use This Curriculum

This *Actions for Health* curriculum is designed to be both comprehensive and easy to use. Every effort has been made to make it easy for teachers to engage young imaginations directly in exploring health.

At each grade level, special features of the curriculum include emphasis on a particular skill for healthy behavior, a theme animal, student booklets that communicate health themes in fun-to-read stories, posters, a special event, and suggestions for involving families and community in the students' learning. All elements are designed to make learning about health interesting, personal and fun.

Grade 1 emphasizes rewarding healthy behavior across a wide range of health content. The theme animal for this grade level is Jamal Giraffe. The two student booklets, *A Family That Fits* and *The Golden Treasure*, feature self-esteem and rewarding healthy behavior. The former also emphasizes and promotes acceptance of diversity.

The curriculum incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some of the strategies are traditional, while others are more interactive, encouraging students to help each other learn.

Each grade in the curriculum has been designed to be taught in approximately 30 lessons, which would be about one health lesson a week throughout the school year. However, you may want to teach these lessons more often or group them in different ways to fit your specific needs. Some lessons do take more time than others to complete. In these cases, lessons can be broken up into two or more sessions; you will probably want to teach all sessions of such lessons in the same week.

## Overview of Grade 1

The Grade 1 curriculum begins with **Unit I: Me, Myself and I.** The five lessons in this unit deal with self-awareness. These lessons provide the foundation for talking about health with others and emphasize that each person is unique and special.

**Unit II: I Am Part of a Family** helps children understand the importance of families. These four lessons acknowledge the diversity of families and help children identify special attributes of their families.

The seven lessons in **Unit III: Taking Care of Myself Every Day** deal with daily habits that are important for health, with an emphasis on dental health. This unit also includes information about healthy food.

**Unit IV: Everybody Gets Sick Sometime** has two lessons on disease. Concepts are presented in a concrete way to establish a foundation for understanding disease, including HIV/AIDS, when this topic is presented at higher grades. Students are introduced to the concepts of communicable and noncommunicable diseases and are given information to help them avoid the spread of communicable diseases.

**Unit V: Keeping Myself Safe** has five lessons that cover a variety of safety topics. The unit begins with lessons on bus safety and pedestrian safety. The unit includes two lessons on personal safety that help children understand confusing touches and emotions and teach them steps they can take to protect themselves.

**Unit VI: No Drugs for Me** begins with a general discussion about helpful and harmful substances. This approach helps students understand the

relationships among poisons, medicines, other drugs and foods, and sets the stage for more detailed discussions about drugs in later grades. The five lessons in this unit include a lesson on poisons and lessons on some harmful drugs (gateway drugs), including tobacco. Beginning drug education early allows the no-use message to be reinforced over time.

The two lessons in **Unit VII: Health Helpers in the Community** discuss the roles health personnel and environmental helpers play in helping people stay well and avoid illness. Students also learn what roles they can play in these areas.

## Special Event

Each elementary curriculum grade level includes suggestions for a special event that focuses on or features the projects and the health information taught at that level. In Grade 1, the suggested special event is a Healthy Behavior Celebration. Be sure to check the suggestions for this special event early in the year so you will have adequate time to plan for it.

We recommend that the special event be a schoolwide and community event. As with any of the suggested activities in this curriculum, feel free to adapt the special event to the needs of your students.

## Lesson Elements

To increase your ease in using the curriculum, a simple, consistent design guides you through each lesson. The basic elements of the design are described in the following pages.

### *Objective*

The objective for each lesson is clearly stated. It establishes the content to be addressed and identifies the behavior to be practiced. Some lessons

have more than one objective, and each objective is clearly addressed in the suggested evaluation of the lesson.

### Time

The time indicated for each lesson is an approximate measure, based on a 30-minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

### Overview

The overview briefly discusses the concepts that will be dealt with in the lesson and describes the procedures involved.

### Integration

For most lessons, we have suggested appropriate subjects for integration of the health curriculum. We encourage integration as a way to enhance learning.

### Teacher Materials and Preparation

Each lesson includes a list of the materials and resources you need to complete the lesson. We have assumed that certain basic materials are always available, including chalkboard and chalk, or posterboard or chart paper and markers. We also assume that your students have pencils or pens to complete the worksheets, and paper on which to take notes. Other supplies you will need, such as art supplies, are indicated for each lesson.

Many teacher pages present information to students as a group. If you have an overhead projector available, these pages can be made into transparencies. You can also enlarge the pages to make posters to show the class or copy the information onto the board.

### Procedure

The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skills-based activities that provide students appropriate practice with both the content and the behavior indicated in the objective.

### Evaluation

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other materials, as well as observation of individual responses.

It is impossible to measure objectively, quantitatively or qualitatively the development and maintenance of many health-related skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

### Home/Family Involvement

Many lessons include suggestions for Home/Family Involvement. Family and community involvement is an important aspect of a comprehensive health curriculum. The health knowledge and skills students gain in the classroom need to be supported and reinforced at home and in the community.

Several lessons include letters about the curriculum to send home. You are also encouraged to invite family members and other volunteers to help you in the classroom as you teach these activities. The lively student booklets have been designed to be taken home and read with family members. We leave it up to individual teachers to choose whether the booklets are consumable. They certainly can be brought back to school for use in future years.

### *Follow-Up/Extension*

Many lessons also include suggestions for Follow-Up/Extension activities. These activities can help you extend and enhance the lesson. You are encouraged to use these activities as appropriate for your class.

### *Suggested Resources*

Some lessons contain suggestions for additional resources, which you can use to supplement the material provided. Some resources offer additional information for you, some suggest activities to enhance students' learning, and some offer information for parents and families. None of these resources are needed to complete the lessons. Feel free to make use of these suggestions as you see fit.

## Teacher Responsibilities

Many aspects of a health curriculum deal with sensitive subjects that require a careful approach to teaching. As a teacher, you have a responsibility to follow district guidelines for instruction in sensitive subjects. We have carefully developed activities for appropriateness. However, it is not possible to meet the specific guidelines for all districts.

Additionally, be aware of the maturity level of your students and adjust lesson activities and content accordingly. Involve students' family members as appropriate.

Classroom atmosphere is critical when teaching sensitive topics. You are encouraged to establish classroom conditions and groundrules that contribute to feelings of security, autonomy, belonging, purpose and personal competence.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe configuration so all students can see their classmates. Such arrangements encourage interaction and promote a more relaxed environment.

## Groundrules

Groundrules help provide a comfortable, positive and secure classroom environment. You may choose to involve students in developing class groundrules. Some suggestions for groundrules include:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.
- No question is stupid or wrong.

Students should be assured from the beginning that they have the right to pass during any discussion or activity that involves personal opinions, feelings or experiences. ***Be sensitive to student feelings, and provide an element of privacy for personal assessments.***

## Responding to Student Questions and Concerns

Questions about any aspect of health may be sensitive or difficult to answer. When students ask questions about sensitive issues, consider the following points:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' personal concerns:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.
- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.

- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

# UNIT I

## Me, Myself And I

**LESSON**

# 1 Look at Me

## Objective

Students will be able to identify several activities that children their age enjoy.

## Time

Two class periods.

## Overview

**Unit I: Me, Myself and I** emphasizes self-awareness. The first lesson in this unit focuses on children's ages, birthdays and favorite activities. These topics are important, positive and nonthreatening personal attributes. Such discussion helps children become more comfortable talking about themselves with others.

Students discuss their ages and birthdays, then brainstorm a list of their favorite free-time activities. Jamal Giraffe, the theme animal for this grade, is introduced. Then students begin to make **Look at Me** booklets, which will be added to in other lessons.

## Integration

Art, math, writing.

## Teacher Materials and Preparation

HAVE:
- ✓ Art supplies (crayons or markers) for students.
- ✓ Manila folders, one for each student.

COPY:
- ✓ **Look at Me** worksheet, one for each student.
- ✓ **My Age** worksheet, one for each student.
- ✓ **Just for Fun** worksheet, one for each student.

PREPARE:
- ✓ **Look at Me** sample booklet. See **Look at Me Booklets *Directions*.** Use the **Sample** worksheet pages to make a booklet about Jamal Giraffe to show students.
- ✓ Get a list of students' birthdays (from the school office or nurse).
- ✓ Write students' names on manila folders.
- ✓ Write students' names and birthdays on the **My Age** worksheets.
- ✓ Ask classroom helpers to help students complete the worksheets (optional).

REVIEW:
- ✓ **Look at Me Booklets *Example*.**

## Procedure

- Have students sit in a circle. Tell them that health is one of the topics they will be learning about in first grade. Explain that they are going to start by learning more about themselves and all the ways they are special people. Then they will learn many ways to take care of those special people.

  Tell students that they will have a lot to talk about while they are learning about how special they are. Explain that you have some special groundrules for these discussions. Review class groundrules. (See How to Use This Curriculum for some suggested groundrules.)

- Lead a class discussion of ages and birthdays. Ask students how old they are. Let each student tell when his or her birthday is.

- Ask students to think about things they like to do for fun. Have them brainstorm a list of things they like to do during their free time (play games, jump rope, play with dolls or blocks, draw or color). List responses on the board.

- Show students Jamal Giraffe's **Look at Me** booklet. Tell them Jamal Giraffe will help them learn more about health this year. Tell students they will each be making a booklet like this.

- Distribute the **Look at Me** worksheet and crayons or markers. Tell students this page will be the cover for their booklets. Tell them to print their names and draw a picture of themselves on their covers.

- Distribute the **My Age** worksheet. Tell students this will be the first page of the booklet. Tell them to write their ages on the worksheet. Point out that you have written in their birthdays. Tell students to color the number of birthday candles that will be on their next birthday cake.

- Distribute the **Just for Fun** worksheet. Tell students this page will go in the booklet, too. Tell students to draw pictures of something they like to do for fun. Tell them they can choose from the list on the board or add something new.

While students are working on these worksheets, circulate around the room to help them complete the pages. Classroom helpers could also help with this activity.

- Collect students' cover pages and worksheets and keep them in the manila folders. Tell students they will complete more pages for their booklets in other lessons.

## Evaluation

Evaluate students' responses on the **Just for Fun** worksheet to assess their ability to identify enjoyable activities.

## Home/Family Involvement

Classroom helpers can help students complete worksheet pages for the **Look at Me** booklets.

## Follow-Up/Extension

Ask students to discuss their favorite things, and make another page for their **Look at Me** booklets (my favorite animal, book, food, sport, etc.).

Measure and weigh students. Make another page for the **Look at Me** booklet where students can write in this information. Record students' heights on a wall-size outline of Jamal Giraffe.

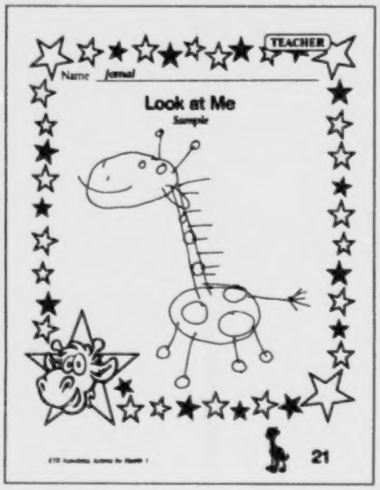
# Look at Me Booklets

## *Directions*

**Look at Me** booklets are tools to help students become more aware of themselves. Similar booklets are often a part of the general first grade curriculum. The booklets in this health unit help children recognize their personal strengths. This self-awareness is an important tool for enhancing self-esteem and developing healthy habits.

We are better able to have meaningful relationships with others if we know who we are. We are better able to improve on our areas of weakness and to feel good about our strengths if we know about ourselves. We are more likely to develop healthy behaviors if we are aware of our bodies and their needs, and even more important, if we feel good about ourselves.

Make a sample booklet about Jamal, the theme character for this curriculum. The sample lets you introduce Jamal and the process for making booklets at the same time. Several pages for the **Look at Me** booklets are found in this lesson, with follow-up pages in later lessons.



TEACHER

Name Jamal

Look at Me

Sample

21

TEACHER

Name Jamal

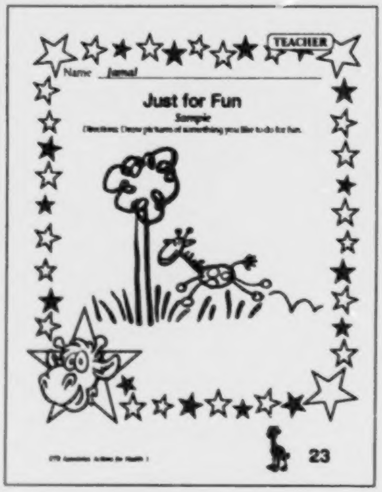
My Age

Sample

6

June 8

22



TEACHER

Name Jamal

Just for Fun

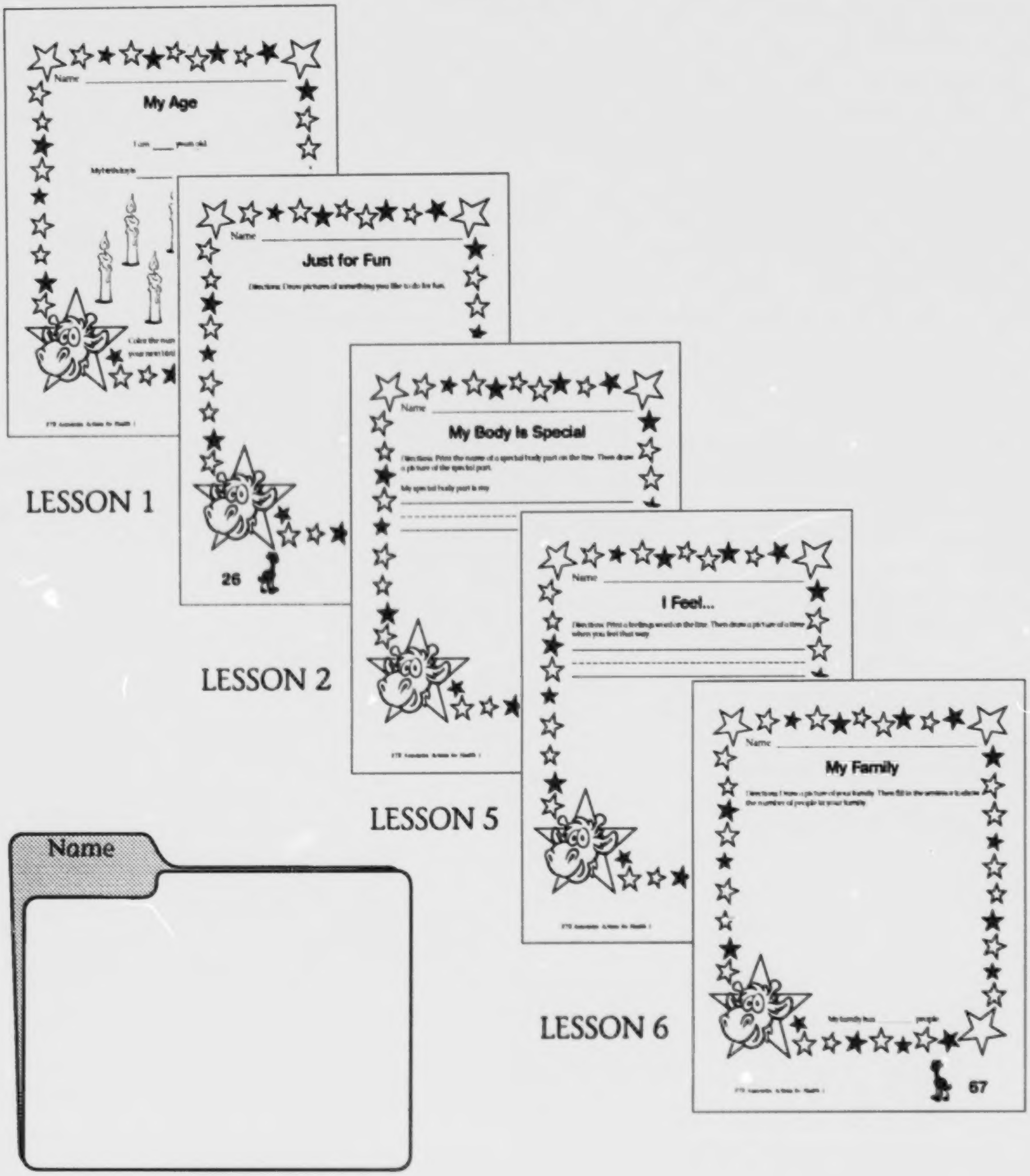
Sample

23

**TEACHER**

# Look at Me Booklets

*Example*



My Age

Just for Fun

My Body Is Special

I Feel...

My Family

LESSON 1

LESSON 2

LESSON 5

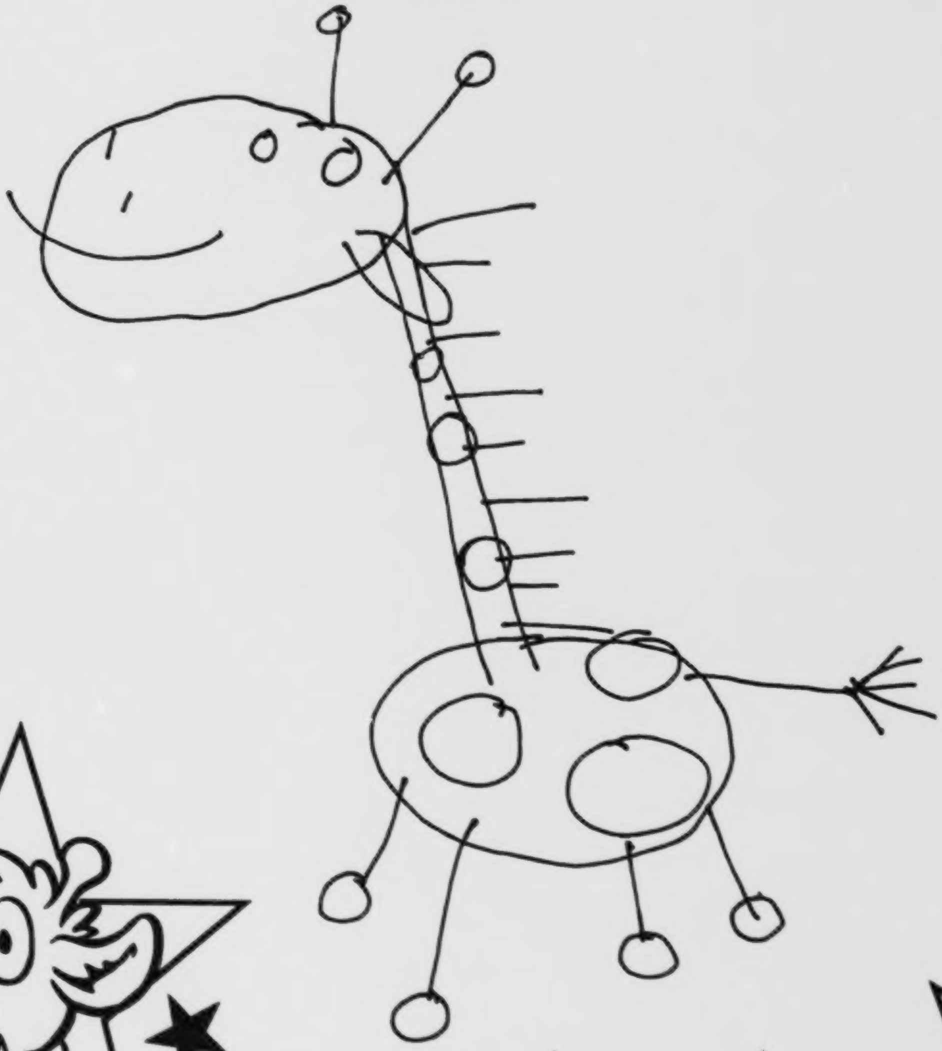
LESSON 6

**TEACHER**

Name *Jamal*

# Look at Me

### *Sample*



**TEACHER**

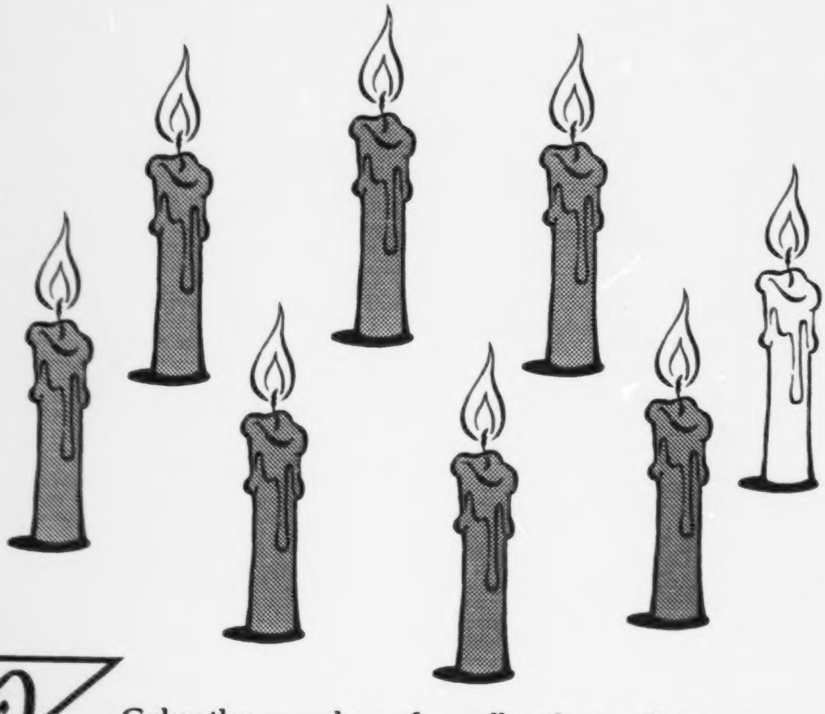
Name *Jamal*

# My Age

*Sample*

I am 6 years old.

My birthday is June 8 .



Color the number of candles that will be on your next birthday cake.

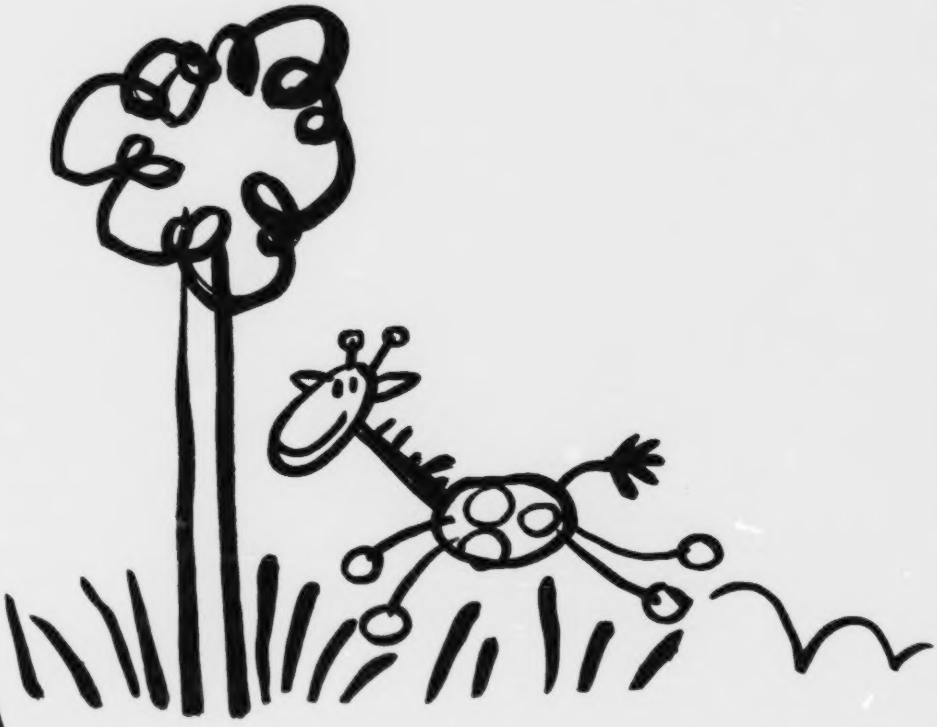
**TEACHER**

Name *Jamal*

# Just for Fun

***Sample***

*Directions:* Draw pictures of something you like to do for fun.



Name ____________________________________________

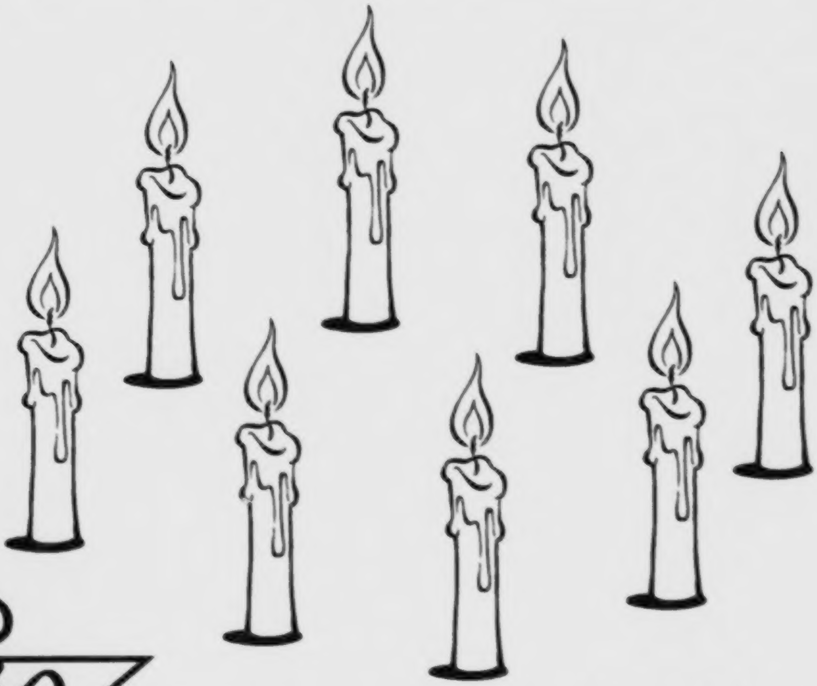
# Look at Me

Name ______________________________________________

# My Age

I am _____ years old.

My birthday is ______________________ .



Color the number of candles that will be on your next birthday cake.

Name ______________________________

# Just for Fun

*Directions:* Draw pictures of something you like to do for fun.

# LESSON

# 2

# My Body Is Special

## Objective

Students will be able to describe a body part that they feel is special.

## Time

Two class periods.

## Overview

This lesson helps students become more aware of their body parts. Students identify both outer and inner body parts and complete a worksheet about a favorite body part to add to their **Look at Me** booklets. They then participate in a relaxation exercise, concentrating on one body part at a time.

## Integration

Art, science.

## Teacher Materials and Preparation

HAVE:
- ✓ Scissors for students.
- ✓ Glue or staples for students.

COPY:
- ✓ **Outside of Me** worksheet, one for each student.
- ✓ **Inside of Me** worksheet, one for each student.
- ✓ **My Body Is Special** worksheet, one for each student.

MAKE:
- ✓ Transparencies or posters of **Outside of Me** and **Inside of Me** worksheets.

REVIEW:
- ✓ **Inside of Me *Example*.**

*Note:* When you are identifying and labeling body parts at the beginning of the lesson, you will usually be labeling parts that are the same for boys and girls. This is an appropriate time to mention body parts that are different, too (penis, testicles, uterus and vagina) if acceptable and recommended by district guidelines. Be sure to check district policies prior to such a discussion.

## Procedure

■ Distribute the **Outside of Me** worksheet, and tell students you are going to help them identify the body parts (head, neck, arm, elbow,

finger, etc.). Tell them they already know a lot about their bodies. Ask them to name the body parts they know. Use the **Outside of Me** transparency or poster to label body parts as students name them.

When students have named all the obvious external parts, distribute crayons or markers and encourage students to draw features and clothing on the figure to represent themselves.

- Distribute the **Inside of Me** worksheet. Tell students this page shows some of the body parts that are inside them. Ask students if they can name any of these body parts. Use the **Inside of Me** transparency or poster to label body parts as students name them.

- Distribute scissors, and tell students to cut out the body figure on the **Outside of Me** worksheet. Help students glue or staple the figure from the **Outside of Me** worksheet to the top of the figure on the **Inside of Me** worksheet, so students can lift the top figure to see the **Inside of Me** figure.

*Note:* The number of body parts labeled will depend on students' interest and knowledge levels.

- Distribute the **My Body Is Special** worksheet. Tell students this is another page for their **Look at Me** booklets. Tell students to write the name of a body part that they think is special on the line. Then tell them to draw a picture of that body part. You may want to list body parts on the board for students to choose from.

- Have students lie down on the floor or stand in their own space. Speaking softly, quietly and slowly, tell students that they are going to take an adventure trip through the body to the parts they have talked about. Ask students to close their eyes. Pause between each phrase as you guide the visualization.

Begin by asking students to notice the space that they are lying (standing) in. Then ask students to notice different external body parts, starting with the head and moving down and out to their fingers and toes. If students are having trouble imagining and concentrating, ask them to slowly move each body part once as you say it.

Now ask students to take a deep breath and relax. Say:

> *Now reach up with your arms and s-t-r-e-t-c-h. Relax.... Reach down with your legs and s-t-r-e-t-c-h. Stretch as hard as you can.... Relax.*

Tell students to make everything as tight as they can. Say:

> *Clench your fist. Screw up your face. Tighten your stomach into knots. Make your legs stiff as boards. Tighten every inch of your body! Then relax.... Take a deep breath and blow out slowly.*

As you talk, walk around and lift up or swing a leg or arm to see if students are really relaxed. Help them relax if they are not.

Continue the visualization. Say:

> *Make everything loose...looser...looser. Relax. Yawn. Pretend you are going to sleep and your arms are like noodles.*
>
> *Your adventure is almost over. Feel yourself lying on the floor (or standing up). Feel your space. Keep your eyes closed and try to remember what the room space looks like—the color of the walls, the windows, the door, your desk. Be here in the room. Hold on to the good loose feelings. Now s-l-o-w-l-y open your eyes.*

*Note:* If students have trouble concentrating or relaxing, emphasize the stretching and muscle tightening portions of the visualization.

## Evaluation

Evaluate students' responses on the **My Body Is Special** worksheet for their ability to name and illustrate a special body part.

## Follow-Up/Extension

Play "Simon Says" or sing "Head, Shoulders, Knees and Toes." Have students sing the song, touching the appropriate body parts as they sing. Continue to use either of these activities for a stretch break during classes or when you have some unscheduled time.

## Suggested Resources

*Our Bodies, Our Cells: Children's Activities in Body Systems.* M. Cahn. Santa Cruz, CA: ETR Associates. This book of activities for children includes discussion of body parts.

*The Organic Puppet Theatre Health Activities Book.* T. L. Schultz and L. M. Sorenson. Santa Cruz, CA: ETR Associates. This book has simple descriptions of body organs and directions for making body organ puppets for children to play with as they learn about their bodies.

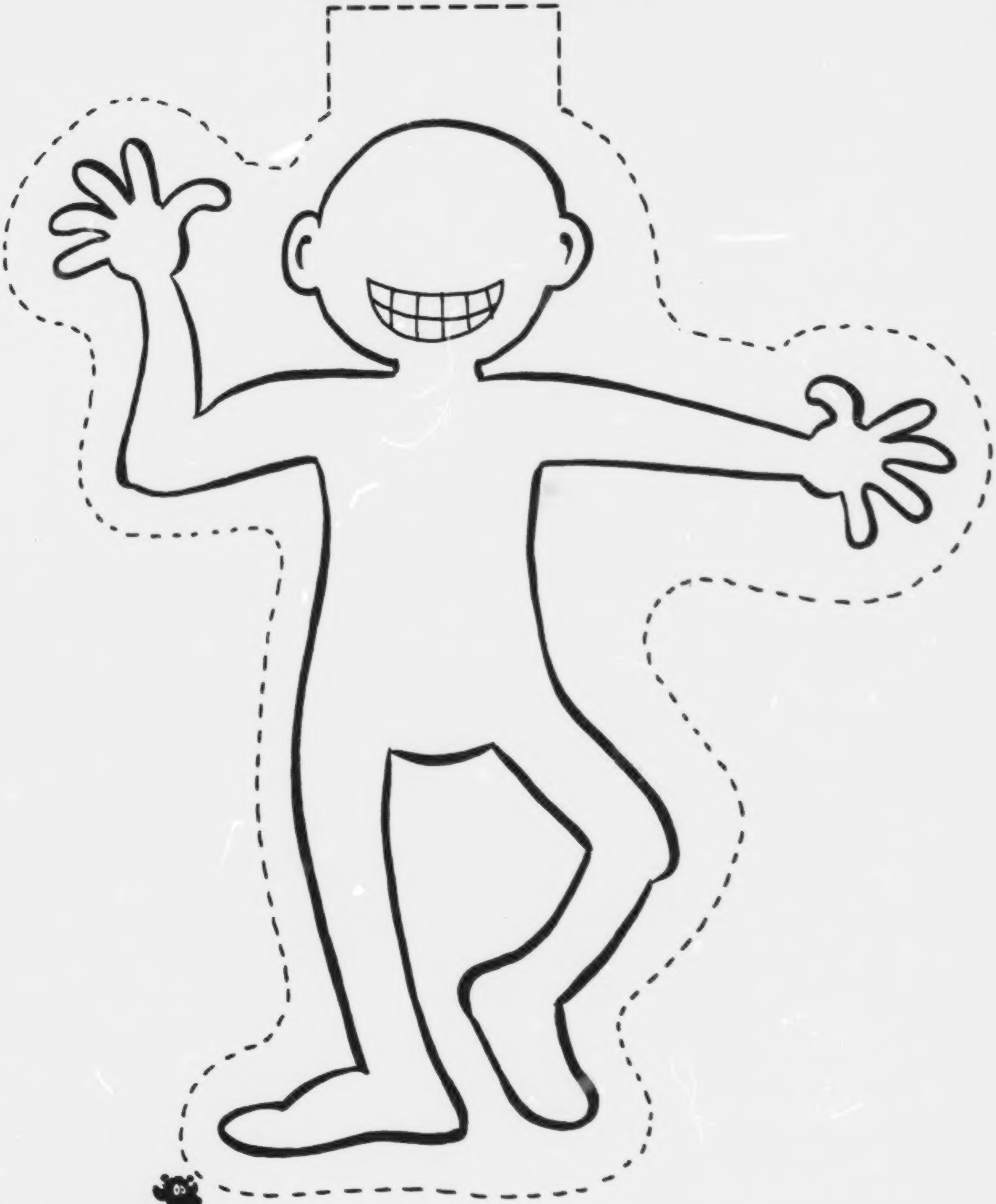
*Smiling at Yourself: Educating Young Children About Stress and Self-Esteem.* A. N. Mendler. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers includes suggestions for visualization and relaxation exercises for children.

*Talking with Your Young Child About Sex.* Santa Cruz, CA: ETR Associates. This supportive pamphlet helps parents talk about sexuality with young children in a comfortable, personal manner.

*When Sex Is the Subject: Attitudes and Answers for Young Children.* P. M. Wilson. Santa Cruz, CA: ETR Associates. This accessible handbook helps teachers, parents and other caregivers discuss sexuality with children with sensitivity, comfort and confidence.

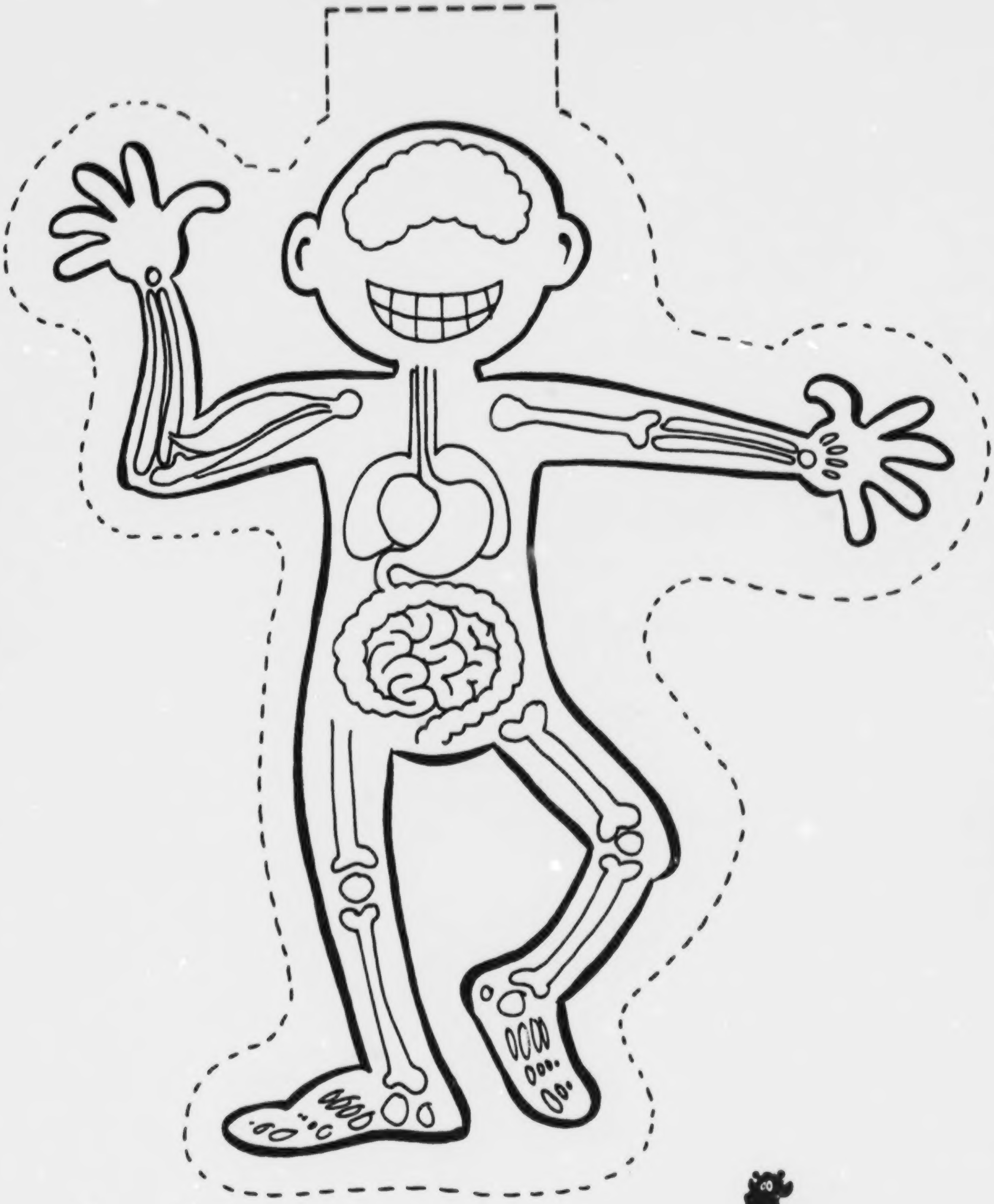
Name ___________________________________

# Outside of Me



Name ______________________________

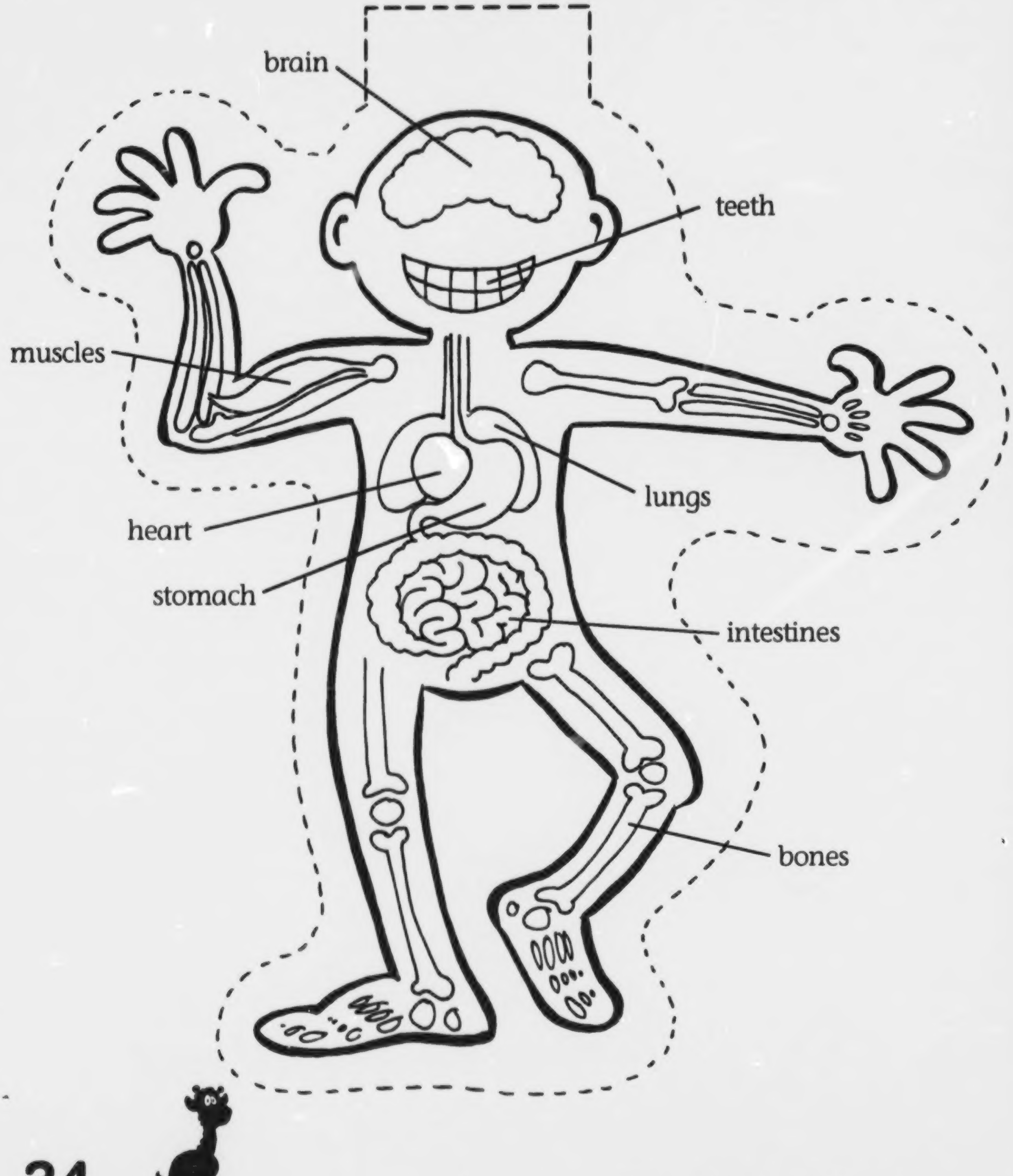
# Inside of Me



**TEACHER**

# Inside of Me

### *Example*


brain
teeth
muscles
lungs
heart
stomach
intestines
bones

Name ______________________________

# My Body Is Special

*Directions:* Print the name of a special body part on the line. Then draw a picture of the special part.

My special body part is my

______________________________

## LESSON

## 3

# I Am Special!

## Objective

Students will be able to identify two things that are unique about themselves.

## Time

One or two class periods.

## Overview

This lesson celebrates children's unique qualities. As children learn that our differences, including but not limited to ethnic and cultural differences, make us unique and special, they learn acceptance and respect for others as well as themselves.

The lesson begins with an illustration of how dull the world would be if people were all the same. A poem initiates a class discussion about unique personal qualities and strengths. To end the lesson, students make collages of their own special attributes.

## Integration

Art, language arts.

## Teacher Materials and Preparation

HAVE:

- ✓ A set of identical objects equal to the number of students in the class.
- ✓ Old children's or picture magazines.
- ✓ Five bananas *or* five apples (use only one kind of fruit).
- ✓ Construction paper, one piece for each student.
- ✓ Scissors for students.
- ✓ Glue for students.
- ✓ Art supplies (crayons or markers) for students.

REVIEW:

- ✓ Learning About Differences *Teacher Background Information.*
- ✓ I'm Glad I'm Me poem.

## Procedure

■ Have the class sit in a circle. Give one of the identical objects to each student. Ask students what they notice about these objects. (They are all the same.) Ask students to imagine that these objects are children in this classroom who are all the same. What would it be like? (Boring.)

Set out five pieces of fruit (bananas *or* apples) in the center of the circle. Have students study the fruit. Ask how the bananas (or apples) are alike. (They all are fruit; they are all yellow.) Ask how they are different. (Some are longer; some have brown spots, etc.)

Tell students that we are all the same in some ways. Ask them how people are the same. Responses may include the following:

- We are all human.
- We all had a mother and father, even if we don't live with them.
- We all go to school.

Then explain that in many ways we are different. Ask students to suggest some ways we are different from each other. Responses may include:

- We look different.
- We have different color hair and skin.
- We are good at different activities.
- We like different things.

Emphasize that our differences help make us special.

■ Read the poem **I'm Glad I'm Me.** Then tell students to sit quietly for a minute and think of something special about themselves—something they like or know how to do, a place they have been, how they look, how they dress. Give everyone a chance to share.

*Note:* If students are having trouble thinking of something, be prepared to help them or to name something you think is special about them.

■ Tell students they are going to make a picture that shows some of the things that are special about them (a collage). Give each student a piece of construction paper. Distribute the magazines and art supplies. Tell students to cut out and paste or draw pictures that show things that are special about them on the construction paper. Suggest that they find pictures of different kinds of things they like (one toy, one food, one place they like to go) as well as other things that are special about them.

*Note:* While students are working on this task, spend some time helping students who are having difficulty thinking of unique characteristics.

## Evaluation

Evaluate students' comments as they work on their collages for their ability to identify their special characteristics.

## Follow-Up/Extension

Tell students that one of the things that is unique about each person is his or her handprint. Make handprints using printing brayers, water-soluble woodblock ink and construction paper. (Finger paints and paper will also work.)

Demonstrate how a handprint is made by using the brayer to evenly roll ink over the hands of volunteer students. Have students quickly place their hands on the construction paper. Do this in small groups. Have students write or dictate a sentence or two to go with their prints, e.g., "What This Hand Has Done."

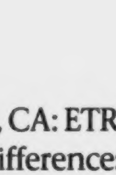
## Suggested Resources

*It's Great to Be Different! An Activity Poster.* Santa Cruz, CA: ETR Associates. This cheerful poster helps children appreciate the differences that make them unique.

*The Multicultural Caterpillar: Children's Activities in Cultural Awareness.* A. C. Matiella. Santa Cruz, CA: ETR Associates. Lively activities introduce children to the concept of cultural diversity.

*Positively Different: Creating a Bias-Free Environment for Young Children.* A. C. Matiella. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers practical suggestions to help children recognize, respect and celebrate diversity.

*Talking with Your Child About Prejudice.* Santa Cruz, CA: ETR Associates. This easy-to-read pamphlet helps parents teach children to celebrate diversity.



**TEACHER**

# Learning About Differences

## *Teacher Background Information*

Discrimination based on differences isn't limited to ethnic groups. It also arises because of gender, sexual orientation, weight, and physical and mental abilities. A first step in changing these negative messages is to change the way we perceive differences.

Learning how to deal with differences is a crucial skill all children need in order to survive and thrive in our society. If not dealt with positively, differences can result in children with low self-esteem who are alienated from one another and in conflict. And all children are negatively affected by disrespect for differences, whether they are the targets or the perpetrators of prejudice and the discrimination that results from it.

There are three reasons we as teachers can't ignore differences and must take care not to pressure children to match prescribed mainstream identities:

- Ignoring differences denies the emergence of self.
- Ignoring differences hinders self-esteem and self-identity.
- Ignoring differences does a grave disservice to children. Children taught to ignore differences lack the skills they need to live in today's multifaceted and diverse world.

All children need positive messages about differences, and all children need to see those positive messages reflected in the environments in which they live and learn. The more teachers, parents and others strive to see that as many positive concepts as possible are in place in the home, the school, and in every program where young children learn, the closer we will come to realizing a bias-free ideal in the larger environment we live in.

Adapted with permission from A. C. Matiella. *Positively Different: Creating a Bias-Free Environment for Young Children*. Santa Cruz, CA: ETR Associates.

**TEACHER**

# I'm Glad I'm Me

No one looks
The way I do.
I have noticed
That it's true.

No one walks
The way I walk.
No one talks
The way I talk.
No one plays
The way I play.
No one says
The things I say.

I am special,
I am me.
There's no one
I'd rather be

Than me!

—Anonymous

## LESSON

## 4

# You Are Special, Too!

## Objective

Students will be able to list a special characteristic of a peer.

## Time

One class session.

## Overview

In this lesson, students learn to identify and reward the special qualities of their peers. The lesson begins with an explanation of the importance of recognizing special qualities in one's peers as well as oneself.

A puppet dialogue models language to use when complimenting someone. Then a student is selected at random to be the first Special

Person of the Week. Classmates take turns stating one thing that is special about this student. This activity is repeated for other students in future weeks.

## Integration

Language arts.

## Teacher Materials and Preparation

MAKE:
- ✓ **Jamal** and **Tara** stick puppets.

PREPARE:
- ✓ Draw an outline of a child for the Special Person of the Week poster. Have the child lie down on butcher paper and trace around his or her body. Or transfer the **Body Outline** from Lesson 18 to a large piece of drawing paper.
- ✓ Write the names of students in the class on little pieces of paper, fold them and put them in a basket or box.
- ✓ Locate a space in the school hall or gym to hang the Special Person of the Week posters.

REVIEW:
- ✓ **Special Friends** dialogue.

## Procedure

■ Remind students that in the previous lesson they celebrated their own special qualities. Ask them what the world would be like if we each thought we were the only special person in the world (lonely, selfish, unhappy). Tell students that today they will be learning ways to

compliment friends and classmates on things they think are different and special about them.

Show students the **Jamal** and **Tara** puppets. Tell students that Jamal and Tara are special friends. Use the puppets to present the **Special Friends** dialogue to students.

Discuss the things the friends said to each other. Ask students what they think is special about Jamal and Tara. Emphasize how good we feel when others tell us the special things they like about us.

■ Explain the Special Person of the Week activity. Tell students everyone will get a chance to be the Special Person of the Week. Explain that students will be telling what special things they like about the Special Person of the Week.

Show students the Special Person of the Week body outline. Tell them you will be writing their comments about the Special Person of the Week inside the body outline. Draw one of the folded slips of paper with the students' names from a basket to select the first student.

Help the selected student write his or her name in big letters above or on the body outline. Then ask volunteers for comments to write inside the outline.

Call on students who understand the task and will set a good model for other comments. Do not accept duplicate remarks. Keep going until everyone has had a turn. You may want to put the students' names next to their comments.

Display the completed Special Person of the Week poster in the classroom until it's time to do the next student. Then move the first poster into the hall or to another prearranged location.

*Note:* Repeat this activity with a different student each week until all students have been honored.

## Evaluation

Evaluate students' responses during the Special Person of the Week activity for their ability to identify special characteristics of a classmate.

## Home/Family Involvement

Invite family members to school to see the Special Person of the Week display. You may also want to ask families to send in pictures or other items for the display.

## Follow-Up/Extension

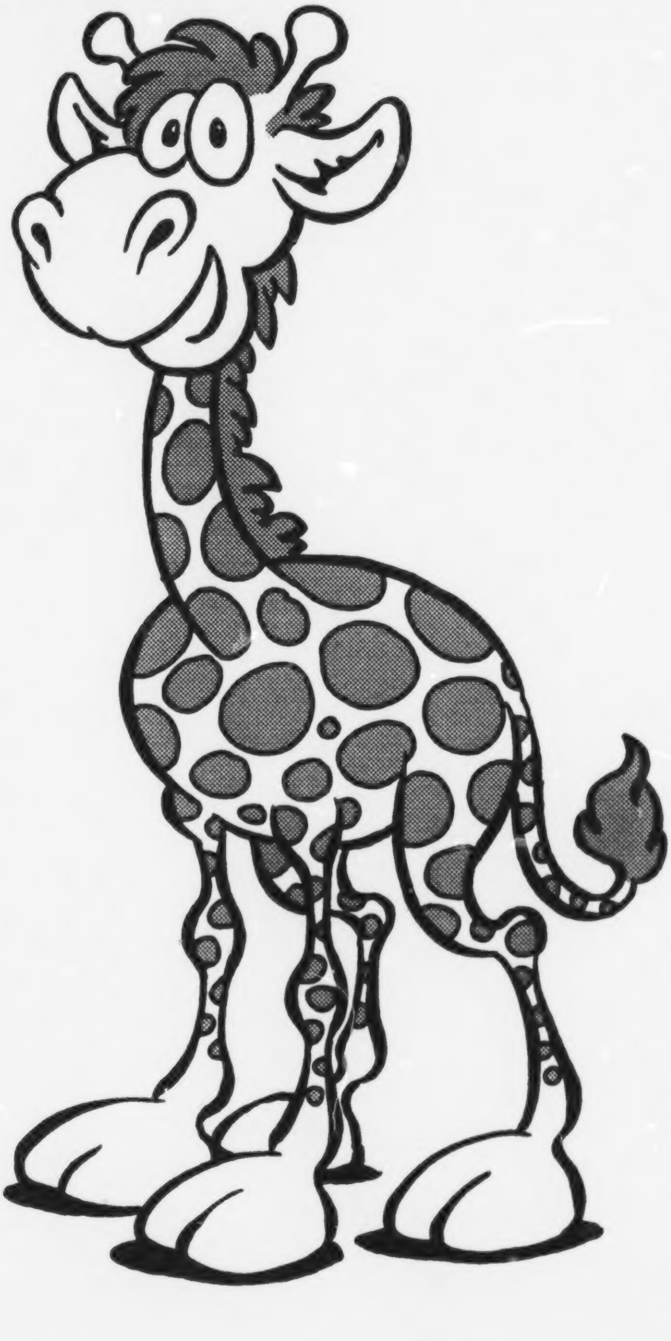
Write a short, simple note to each student and put it on his or her desk or cubby. Be sure the students will see the notes when they come into the room. (If students can't yet read, use stickers or some other positive message.) You can use this activity to recognize students periodically. Encourage students to take the notes home to share and to send messages back to you. Tell them you will respond to their messages.

Prepare a small bulletin board on which the Special Person of the Week can display baby pictures, family pictures and other special items.

**TEACHER**

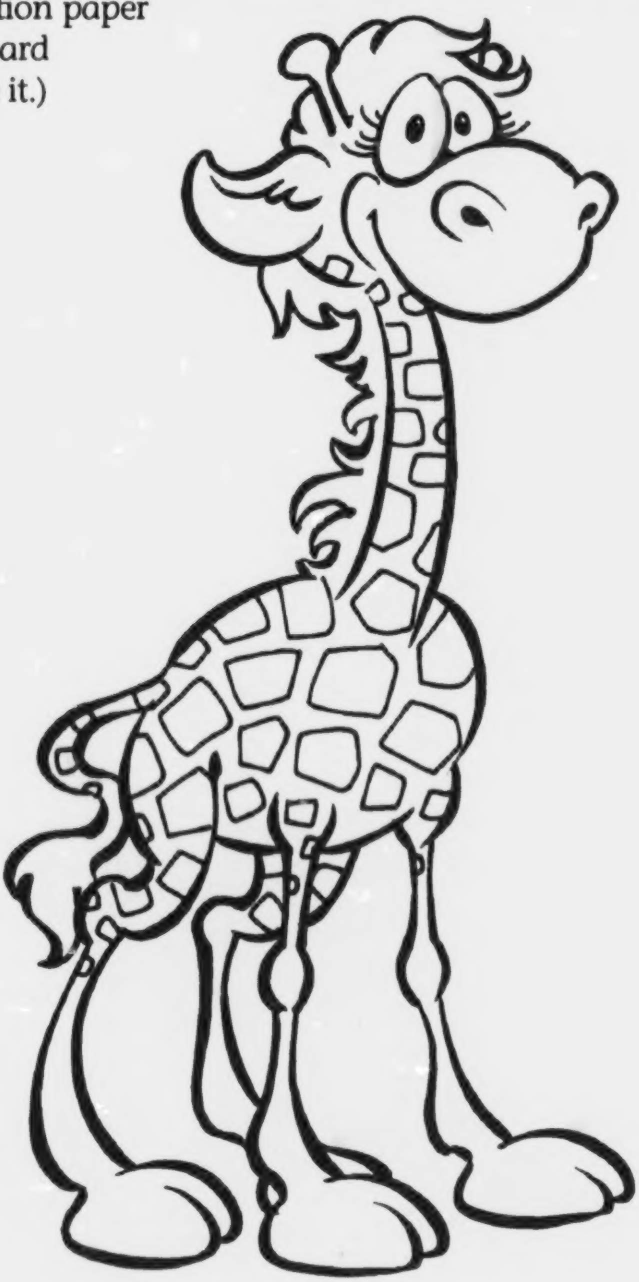
# Jamal

*Directions:* Color and cut out the giraffe figure. Attach it to a popsicle stick or tongue depressor to make a stick puppet. (You may want to paste the figure to construction paper or posterboard to reinforce it.)



# Tara

*Directions:* Color and cut out the giraffe figure. Attach it to a popsicle stick or tongue depressor to make a stick puppet. (You may want to paste the figure to construction paper or posterboard to reinforce it.)



**TEACHER**

# Special Friends

*Directions:* Use the **Jamal** and **Tara** stick puppets to act out the following scenario. Stop the dialogue to ask students the questions in italic type.

Jamal and Tara run to meet each other.

**Jamal:** Hi, Tara. You run very fast. You're a special runner.

**Ask students:** ***How do you think Tara feels when Jamal says she's special?***

**Tara:** Thanks, Jamal. I feel good when you say that. You're special, too. You can stretch your neck up very high into the trees.

**Ask students:** ***How do you think Jamal feels?***

**Jamal:** My neck is longer than yours. My spots are different, too. Do you think my spots are too big and dark?

**Tara:** No, Jamal. I don't think your spots are too big. I think you're special because your spots are so pretty. I like big, round, dark spots. My spots are kind of square.

**Ask students:** ***How do you think Jamal feels about his spots now?***

**Jamal:** Oh, Tara, do you really like my spots? Thanks, I feel good when you say that. I think your square spots are nice, too.

**Tara:** Thank you, Jamal. Isn't it fun to be different?

# LESSON

# 5

# Faces and Feelings

## Objective

Students will be able to identify a variety of feelings.

## Time

One class period.

## Overview

In this lesson, students learn that feelings are part of who they are. They also increase their ability to recognize the range of feelings they and others experience.

Students brainstorm names of feelings, then look at pictures of four specific feelings and discuss what might cause these feelings. Students also complete a worksheet on feelings for their **Look at Me** booklets.

## Integration

Art, language arts (vocabulary).

## Teacher Materials and Preparation

HAVE:
- ✓ Art supplies (crayons or markers) for students.

COPY:
- ✓ **Feelings Faces**, for the bulletin board display.
- ✓ **I Feel** worksheet, one for each student.
- ✓ **Feelings Match** worksheet, one for each student.

PREPARE:
- ✓ Bulletin board for **Feelings Faces.** See **Feelings Faces Bulletin Board *Example.*** Make four bulletin board titles: "We feel happy when...," "We feel sad when...," "We feel angry when...," "We feel afraid when...."

REVIEW:
- ✓ **Feelings Vocabulary *Sample List*** to decide which feelings words you want to use in the lesson. Be ready to ask questions to elicit these words if students do not suggest them.

## Procedure

■ Tell students that everyone has feelings. Some feelings feel good and others feel bad. For example: It usually feels good to feel excited; it usually feels bad to feel frustrated.

Explain that knowing our feelings helps us know ourselves. It also lets us share our feelings with others. Talking about feelings is one way of

keeping ourselves healthy. If we keep feelings inside, we may make ourselves feel sick.

Have students brainstorm a list of the feelings they know. Write their responses on the board. Accept all suggestions. If students leave out some basic words for feelings, give them a hint and see if they can guess. For example: How would you feel if your friend didn't invite you to her or his birthday party? (hurt, sad)

Go over the list when you are done. Ask students if all the words on it describe feelings. Discuss what makes a word a feelings word. Explain that feelings words describe emotions or the way we feel inside. Feeling hot or cold are outside feelings. Cross out any words that do not describe inside feelings.

- Show students the four **Feelings Faces** pictures. Discuss the feeling each face shows. Ask students what kinds of things might cause each feeling. Post the pictures on the bulletin board. Tell students they'll be drawing some pictures to add to this display.

- Distribute crayons or markers and the **I Feel** worksheet. Print the feelings words HAPPY, SAD, ANGRY, AFRAID on the board. Tell students to copy one of these feelings words on the blank line on the worksheet. Then tell them to draw a picture of a time when they feel that way. Tell students some of these pictures will be added to the bulletin board.

*Note:* Depending on time available and students' abilities, distribute from one to four copies of the worksheet, and allow students to illustrate one or more feelings. Choose student pictures to post on the bulletin board, or let students suggest which of their pictures they'd like to have posted. Be sensitive to students' right to privacy around their feelings, and don't post any pictures that may embarrass students.

If students make more than one picture, they can add the pictures that aren't posted to their **Look at Me** booklets. The pictures can also be added to the booklets when you take down the display. Collect any pictures for the booklets and add them to students' **Look at Me** folders.

- Distribute the **Feelings Match** worksheet. Tell students to match each feelings word to the face that shows that feeling.

## Evaluation

Evaluate students' responses on the **Feelings Match** worksheet for their ability to identify feelings.

## Follow-Up/Extension

Play "Simon Says Feelings Are OK." Give students directions such as "Simon says look happy" or "Simon says act afraid." Have students observe each other between commands. Let students take turns acting as Simon, limiting each student to three directions. To discourage repetition, remind students to think of the different feelings discussed during the lesson.

## Suggested Resources

*Smiling at Yourself: Educating Young Children About Stress and Self-Esteem.* A. N. Mendler. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers suggestions to help children identify and deal with feelings.

**TEACHER**

# Feelings Vocabulary

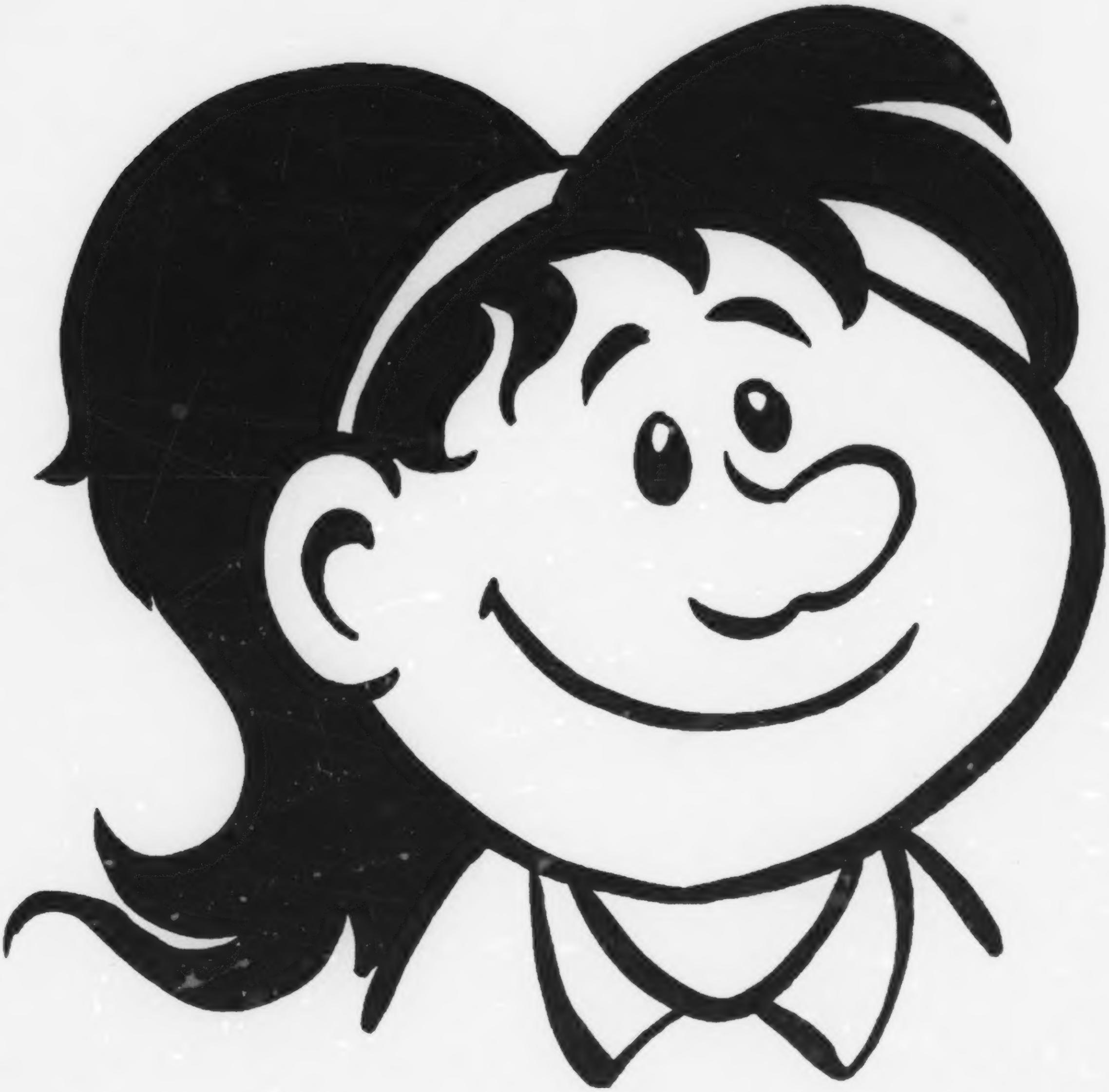
*Sample List*

happy
sad
angry
excited
afraid
nervous
frustrated
silly
embarrassed
comfortable
relaxed
proud

curious
stubborn
hurt
bored
surprised
tired
joyful
shy
calm
up
down
lonely

**TEACHER**

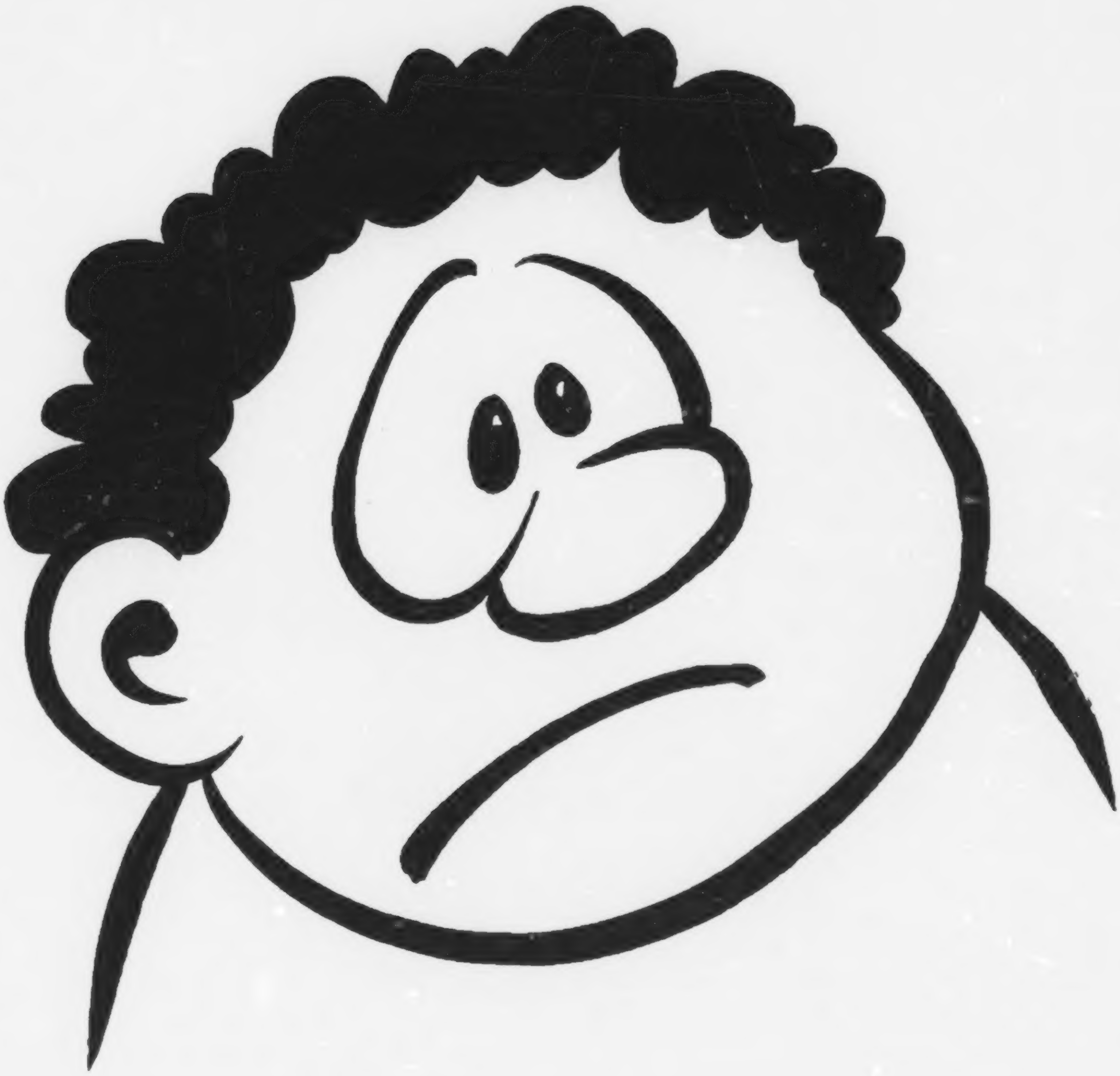
# Feelings Faces



happy

TEACHER

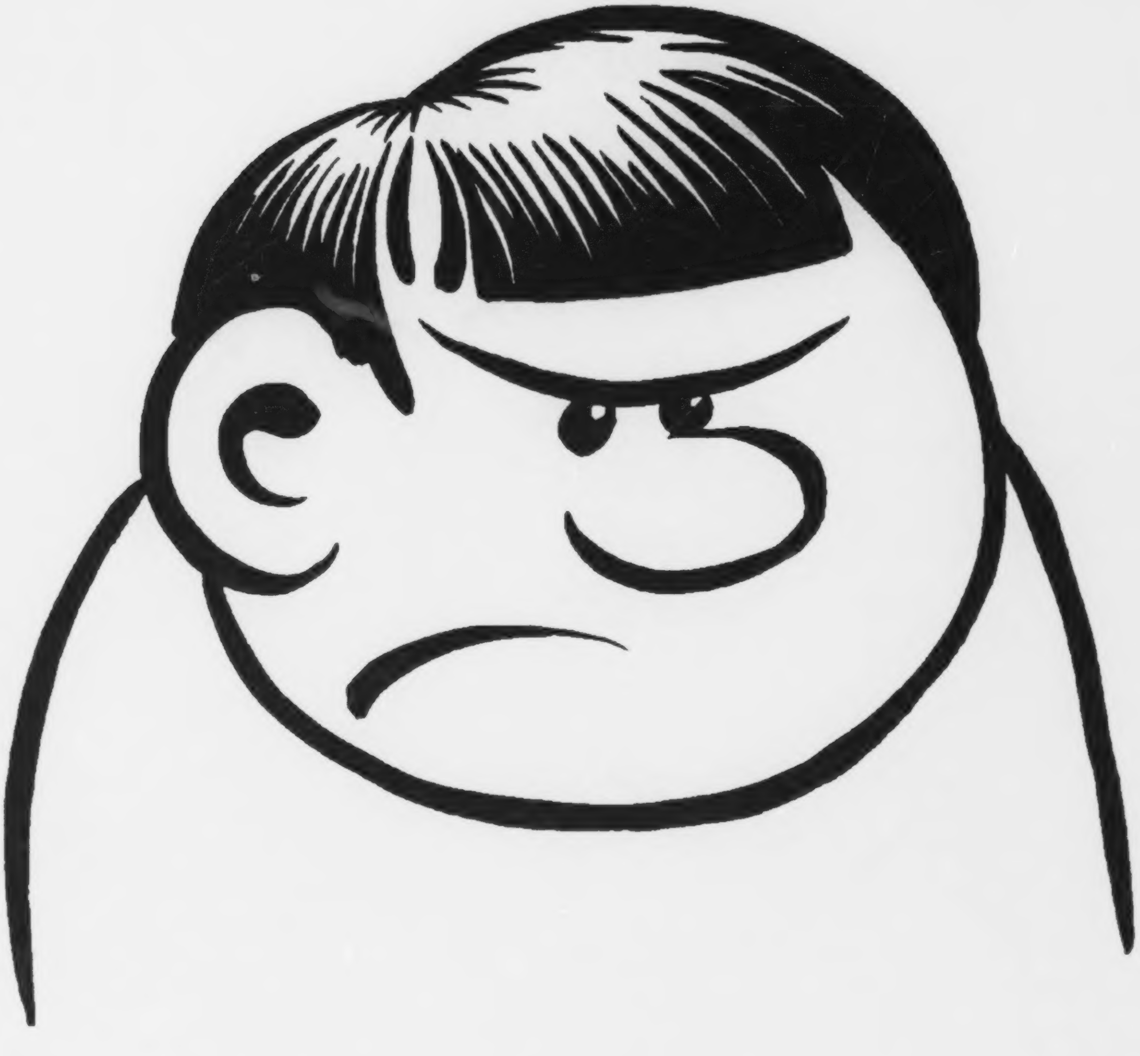
# Feelings Faces



sad

**TEACHER**

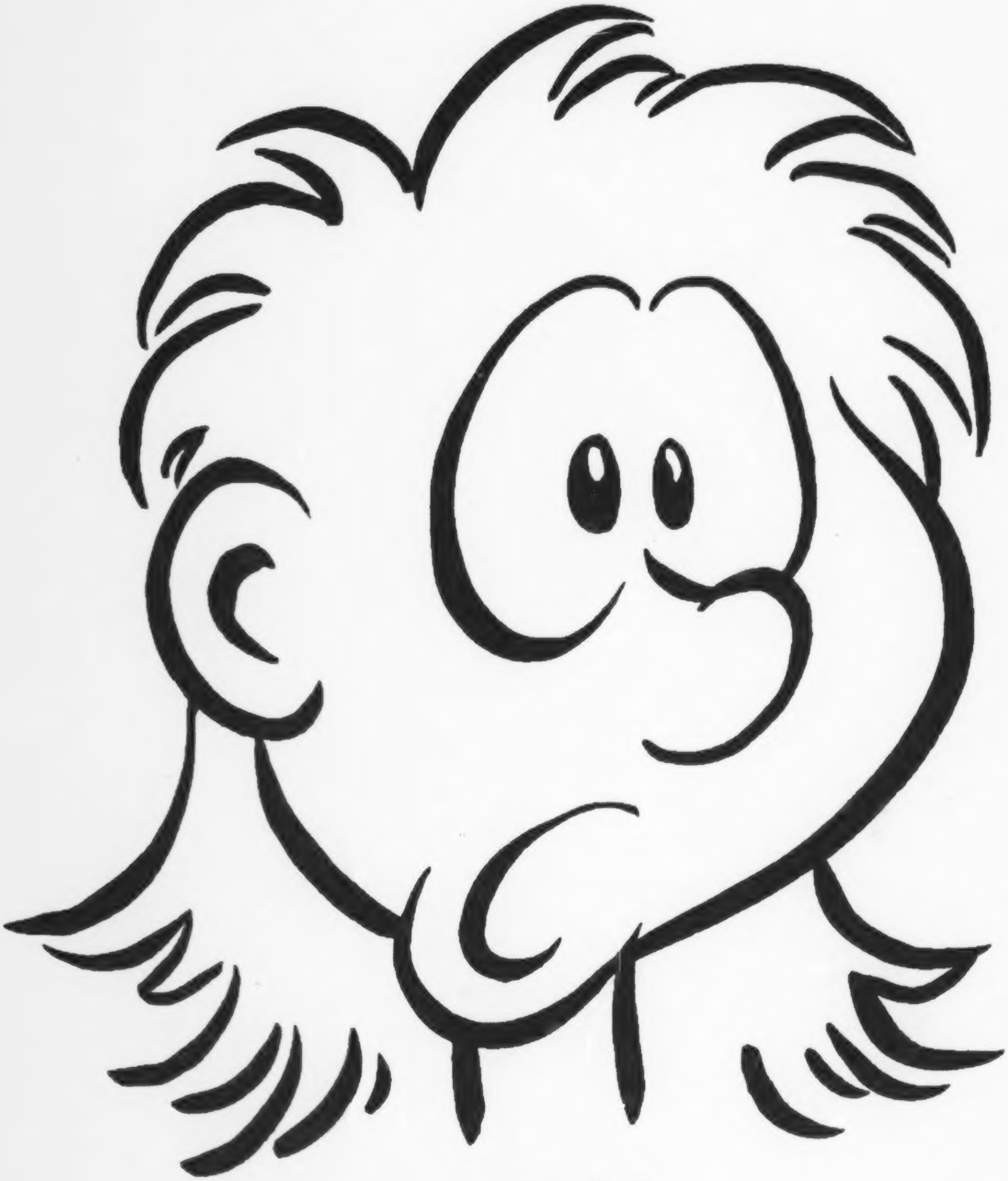
# Feelings Faces



angry

**TEACHER**

# Feelings Faces

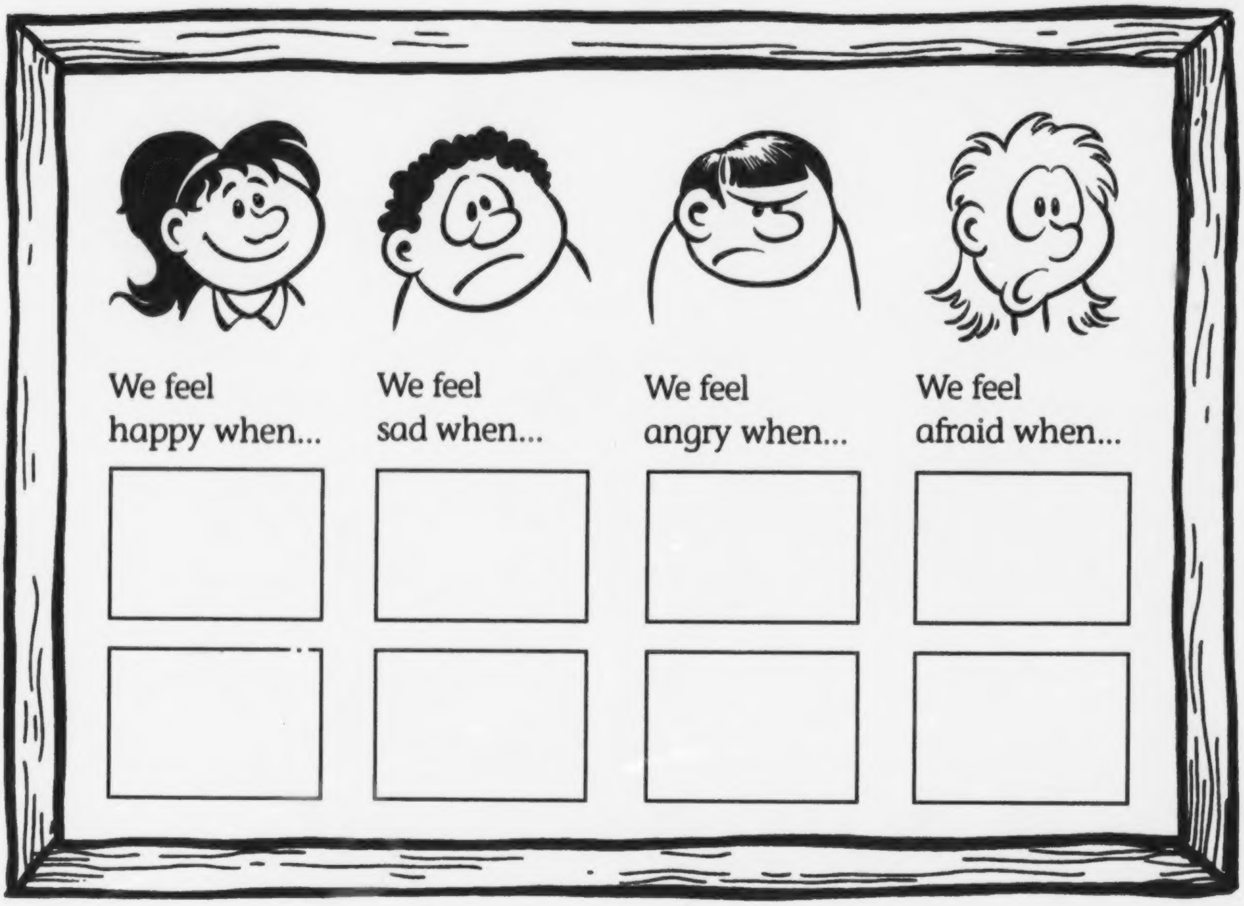


afraid

**TEACHER**

# Feelings Faces Bulletin Board

*Example*


We feel happy when...
We feel sad when...
We feel angry when...
We feel afraid when...

Name ____________________

# I Feel...

*Directions:* Print a feelings word on the line. Then draw a picture of a time when you feel that way.

Name ________________________________________

# Feelings Match

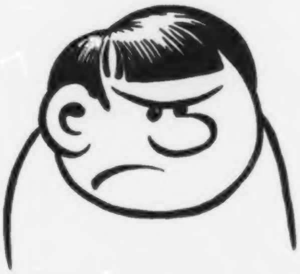
*Directions:* Draw a line from the word to the face that shows that feeling.

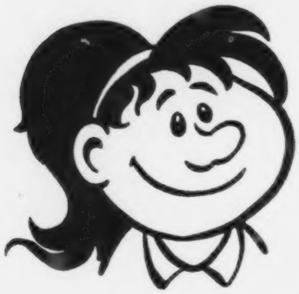
**happy**

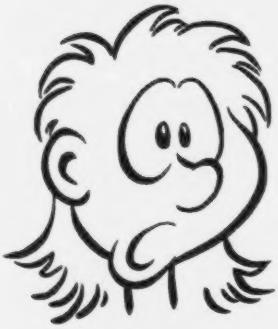
**angry**

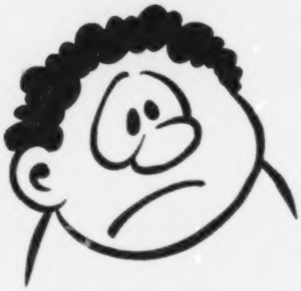
**sad**

**afraid**









# UNIT II

# I Am Part of a Family

DOGGY SHAMPOO

# LESSON

# 6

# Families Come in All Shapes and Sizes

## Objective

Students will be able to explain that families are different sizes and have different family members.

## Time

One class period.

## Overview

**Unit II: I Am Part of a Family** begins with a lesson that stresses acceptance of family diversity in size and membership (nuclear family, single-parent family, blended family, foster family, adoptive family, extended family, etc.). This concept is important because it affects children's acceptance of themselves. It is especially important in today's society when the traditional nuclear family is no longer the norm. This lesson can be used as an extension of the discussion of individual diversity begun in Lessons 3 and 4.

The lesson begins with a brief discussion about the members of students' families. Students draw and label pictures of family members for their **Look at Me** booklets. The class then completes a graph showing the number of members in each student's family.

## Integration

Art, language arts, math, social studies.

## Teacher Materials and Preparation

HAVE:
- ✓ Art supplies (crayons or markers) for students.
- ✓ Glue or glue stick.

COPY:
- ✓ **My Family** worksheet, one for each student.

MAKE:
- ✓ **Family Graph.** See **Family Graph** ***Directions.***
- ✓ **Family Faces.** Copy and cut apart teacher page to have one face for each student.

REVIEW:
- ✓ **Family Graph** ***Example.***

## Procedure

■ Remind students that they've been talking about how people are different and special. Tell students that families come in different shapes and sizes, just like people. (In the next lesson, they will also learn that families have many things in common.)

Explain that a family is a group of people who love and care about each other. Ask students to list some of the people who might be in a family (mother, father, aunt, grandfather, stepmother, boyfriend, sister, foster brother, etc.). Point out the variety of people and relationships mentioned.

Note that we don't always live with all our family members. Some children live with two parents. Some live with only one parent. Some children visit another parent at weekends or on vacation. Some live with grandparents, or aunts and uncles and cousins.

Acknowledge all the diversity of families. Some children are adopted. Some children have foster parents or stepparents. Some have two mothers or two fathers. Remember that some children consider pets or livestock family members.

- Distribute the **My Family** worksheet and crayons or markers. Tell students to draw pictures of themselves and the family members they live with on this worksheet. Tell them they can add this page to their **Look at Me** booklets. Collect completed worksheets and add them to students' **Look at Me** folders.

- When they have completed the worksheet, gather the students in a circle. Go around the circle and ask students to name the people they drew in the family they live with (e.g., a brother, three sisters, mother, aunt). Have them count the total number of people in the family they live with, including themselves.

- Show students the **Family Graph**. Give each student a **Family Face**. Tell students they are going to use these faces to complete the graph. Pass out crayons or colored markers. Tell students to print their names on the lines and color the faces to look like themselves.

When students have finished their faces, have them come up one at a time to glue the face on the graph. Have each student glue her or his face in a box above the number that matches the number of people in the student's family. See **Family Graph *Directions***.

When each student's total number of family members has been graphed, ask students what they notice about the graph. (Some families are small; some are medium; some are large.) What did they notice about the people each student listed as family members? (They were very different.)

Tell students to look at the graph to answer questions such as the following:

- How many students have three people in their families?
- How many students have more than four people in their families?
- How many more students have four people in their families than have two people in their families?

Note that many students live with mothers, fathers, brothers and sisters. Others live with aunts, uncles, grandparents or one parent. Stress that all kinds of families are special.

Explain that the most important thing about a family is that it takes care of the children and people who belong to it. Tell students you will be talking more about families in the next lesson.

## Evaluation

Evaluate students' responses during class discussion and activities for their ability to explain the variety of families.

## Suggested Resources

*Families Are Special! An Activity Poster.* Santa Cruz, CA: ETR Associates. This hands-on poster describes family members' special roles and responsibilities.

*We Are a Family: Children's Activities in Family Living.* A. C. Matiella. Santa Cruz, CA: ETR Associates. Engaging activities help children develop a basic understanding of the family and its purpose.

Name ______________________________________________

# My Family

*Directions:* Draw a picture of your family. Then fill in the sentence to show the number of people in your family.

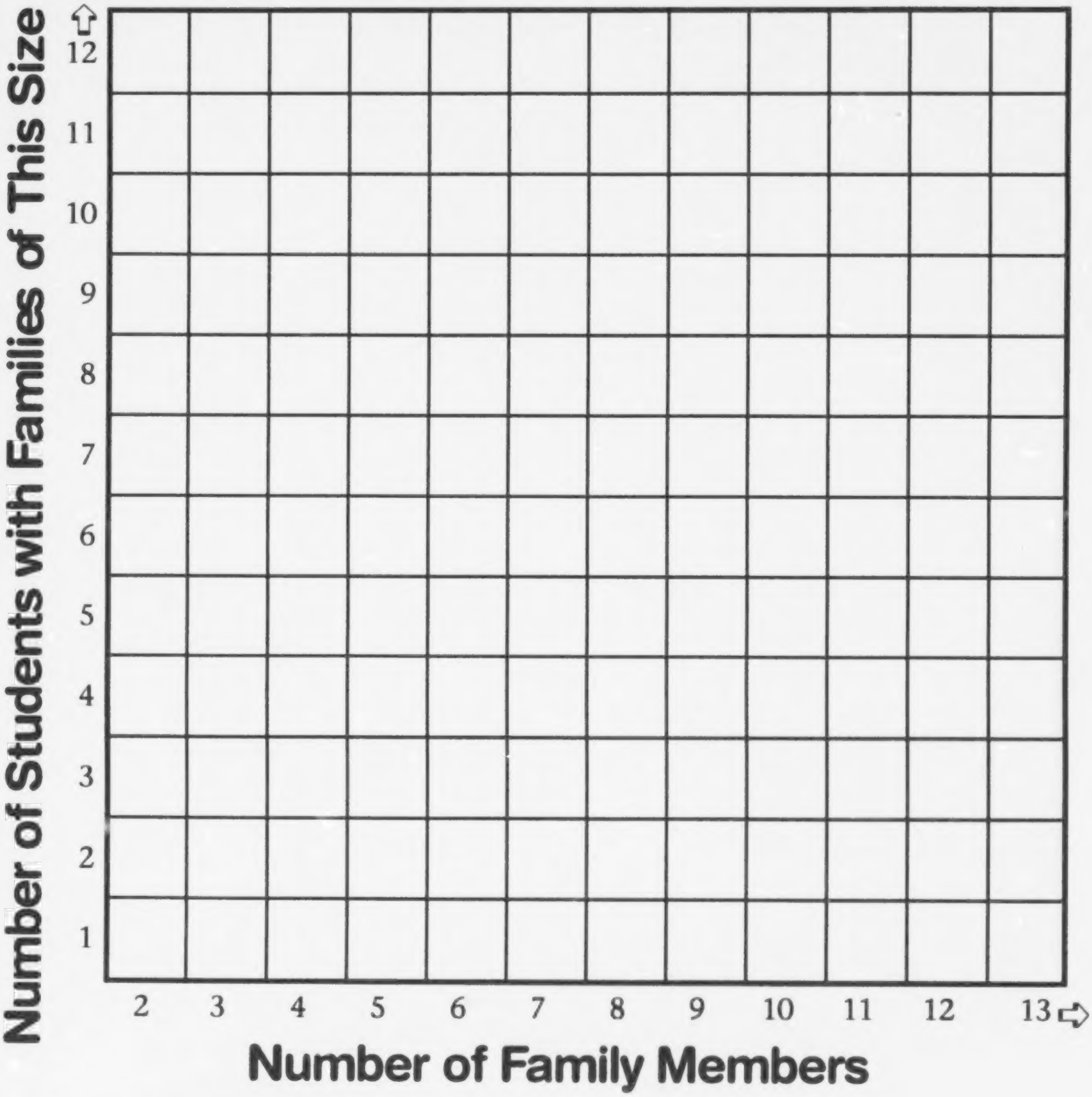
My family has ________ people.

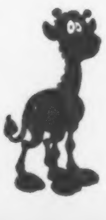
**TEACHER**

# Family Graph

## *Directions*

*Directions:* Copy the following graph on butcher paper. Use 2-1/2" squares. Have each student paste a face in a box above the number of people in her or his family.



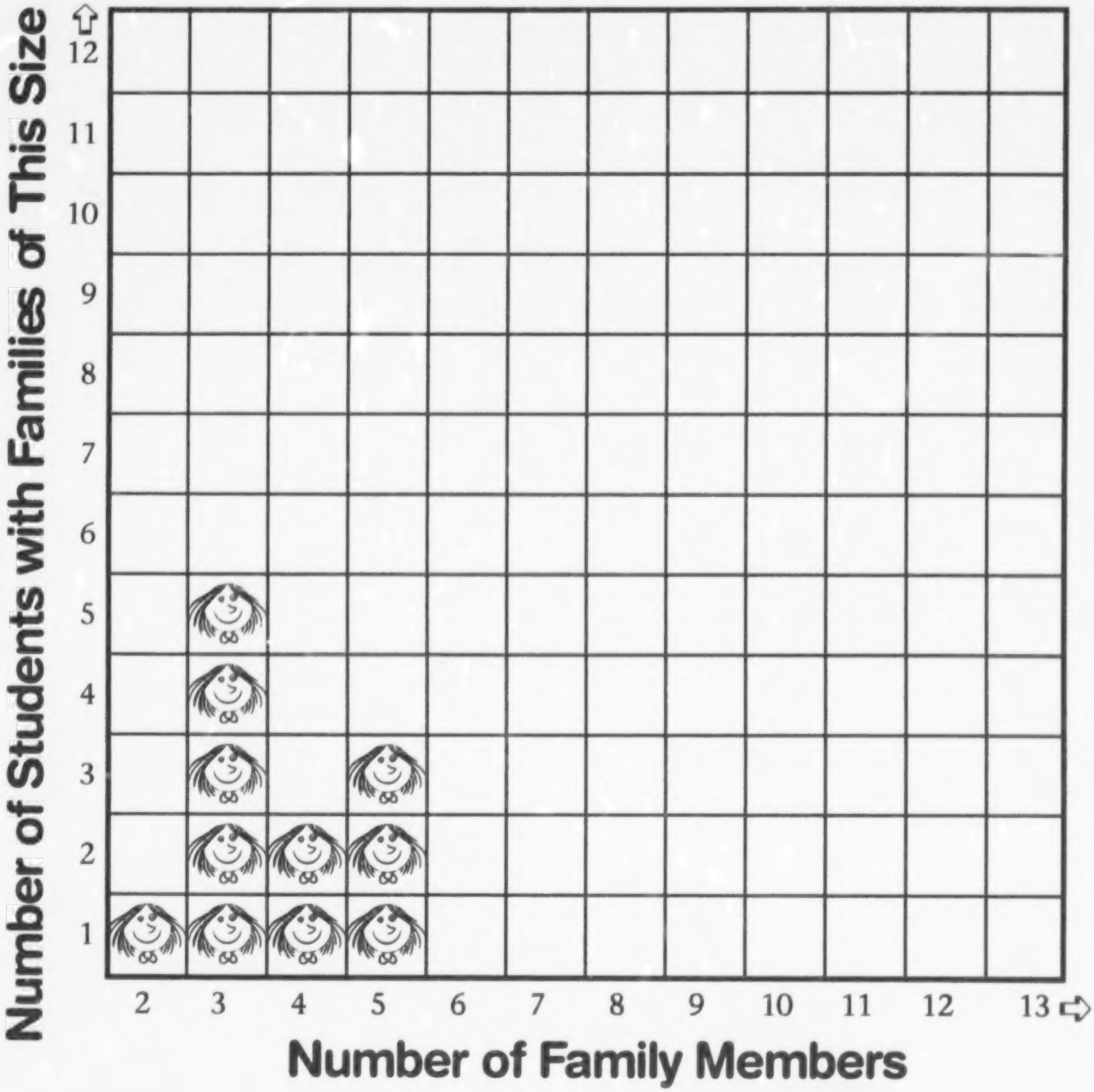


**TEACHER**

# Family Graph

### *Example*

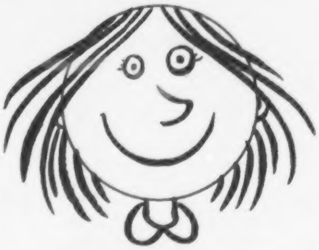
*Directions:* Copy the following graph on butcher paper. Use 2-1/2" squares. Have each student paste a face in a box above the number of people in her or his family.



**TEACHER**

# Family Faces

*Directions:* Copy this page and cut apart the circles on the dotted lines. Make one circle for each student.



***Example***

## LESSON

## 7

# How Families Care

## Objective

Students will be able to illustrate ways family members care for one another.

## Time

One class period.

## Overview

Studying giraffe families helps students learn about their own families and human families in general. Students may feel more comfortable sharing their ideas and feelings about giraffe families. Studying animals also helps students gain a broader perspective on the importance of families. Students learn that human and other animal families often have similar basic functions—they provide shelter, protection, food and affection.

*Note:* You may want to use giraffes in a thematic approach for your classroom.

In this lesson, information about giraffe families is used to introduce the concept of how families care for their members. Students hear a story about Jamal Giraffe and discuss different families. They talk about how family members care for each other and draw a picture to go in their **Look at Me** booklets. Students take the student booklet home to share the story with their families and are encouraged to talk about their family activities and traditions at home.

## Integration

Art, language arts (reading), science, social studies.

## Teacher Materials and Preparation

HAVE:

- ✓ *A Family That Fits* student booklet, one for each student.
- ✓ Art supplies (crayons or markers) for students.

COPY:

- ✓ **Families Are Special** worksheet, one for each student.
- ✓ **Family Fun** letter, one for each student.
- ✓ **Family Fun** worksheet, one for each student.
- ✓ **Animal Families** worksheet, one for each student (optional).

PREPARE:

- ✓ Check with the school librarian to ensure availability of books on animals for this lesson (optional).

## Procedure

- Remind students that families take care of the children and people who belong to them. Tell them that even animal families take care of each other. Today they will learn about how giraffe families take care of each other.

Explain that giraffe families usually have three or four members (mother, father, one baby or twins). Four or five giraffe families may live in a group.

Giraffes live on grassy plains. They move from place to place. They do not have houses. They sleep in groves of trees. Their spots help hide them in the light and dark patches made by the shade of the trees.

Tell students that giraffes protect their young. They watch at water holes while the young giraffes drink. They kick at animals that might hurt the young giraffes. Sometimes they have the young giraffes run away from predators.

Explain that giraffes eat leaves and grass. They show affection by licking each other and rubbing their necks together.

- Distribute the student booklet *A Family That Fits*. Read the story to the class. Discuss the differences in the families that Jamal visited. Talk about the differences between the human families and the giraffe family.

*Note:* In the story, Jamal's family is the only traditional family (mother, father, children). The variety of families depicted helps children understand and appreciate diversity.

Then ask students to think about ways all of these families, including the giraffe family, are alike. Point out that different families do many of the same important things for the people in them (provide food, shelter, protection, affection).

- Group students in pairs (or small groups if you have classroom helpers). Ask groups to talk about three things that families (theirs or others) do for children. Then ask for volunteers to share these responses

with the class (no more than one at a time from any one group). Be sure the following family functions are included:

- Families feed their children.
- Families have houses or other places to live.
- Families protect their children.
- Families show affection for each other.

■ Distribute the **Families Are Special** worksheet and crayons or markers. Have students draw a picture of one way a family member shows he or she cares about another family member. Tell students they can put this page in their **Look at Me** booklets. Collect the worksheets and add them to students' **Look at Me** folders.

## Evaluation

Assess students' work on the **Families Are Special** worksheet for their ability to illustrate ways family members show they care for each other.

## Home/Family Involvement

Tell students to take the student booklet *A Family That Fits* home and ask someone in their family to read it with them. Tell students to be sure to return the booklet to class. *Note:* You may want to use a check-out system for the booklets to be sure all booklets are returned.

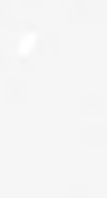
Distribute the **Family Fun** letter and worksheet and tell students to take them home with the booklet. Tell them to ask family members to help them complete the worksheet and bring it back to class to be discussed in the next health lesson.

*Note:* Be sensitive to the situations of the students in your class. For some students, this activity may be appropriately done with an older sibling, an aunt or uncle, a cousin, a grandparent or even a close family friend.

## Follow-Up/Extension

Distribute the **Animal Families** worksheet. Tell students to answer the questions about one of their favorite animals. Encourage students to look at books in the classroom or school library to learn more about the animals they choose. You may want to have students work in small groups, with each group studying a different animal.

Have students (or groups) share the results of their research with the class. Before they share, ask them to describe briefly how they gathered their information.



Name ______________________________________

# Families Are Special

*Directions:* Draw a picture of one way family members show they care about each other.

**LETTER**

# Family Fun

Date: ____________________

Dear Family:

As part of our first grade health lessons, we are learning about families. We have been talking about all the important ways that families take care of the people in them.

Your child has a booklet about families to share with you. *A Family That Fits,* which we read today in class, features Jamal Giraffe, the theme animal for these health lessons. This story depicts a variety of families to encourage children to feel good about their own family situation. (The giraffe family is the traditional family.)

An Actions for Health Book
A Family That Fits
ETR ASSOCIATES

In the next health lesson, we will be talking about family fun. Please help your child answer the questions on the **Family Fun** worksheet. Family activities could include vacation trips, birthdays, work projects, weekend activities, holidays and other religious or cultural traditions.

Have your child return the student booklet and the worksheet with the answered questions to class. Thank you.

Sincerely,

____________________

Name ______________________________

# Family Fun

1. One thing our family does for fun is

2. We have a special family celebration for

3. One of our special family traditions is

Name ______________________________

# Animal Families

*Directions:* Pick an animal you'd like to know more about. Look in books in your library or classroom to find out about the animal. Draw a picture of the animal in the box. Then answer the questions about the animal you picked.

Name of Animal: ______________________________

Name ________________________________

*Animal Families (continued)*

1. How many young animals (children) live in the family?

2. How many animals live together in the family?

3. What do families feed the young animals?

4. How do these animals show they care for each other?

**LESSON**

# 8

# Family Fun

## Objective

Students will be able to identify a family activity or tradition.

## Time

Two class periods.

## Overview

A sense of connectedness is one important determinant of self-esteem. This lesson is designed to help students recognize and share the positive feelings and bonding that result from being involved in leisure activities, work and other activities with their families. This lesson and Lesson 9 extend the earlier lesson on feelings (Lesson 5) from the individual to the family.

In this lesson, students share information in class about activities their families enjoy. They then create picture stories about family fun.

## Integration

Art, language arts, social studies.

## Teacher Materials and Preparation

HAVE:
- ✓ Completed **Family Fun** worksheets, from Lesson 7.
- ✓ Art supplies (crayons or markers) for students.

COPY:
- ✓ **Family Fun Picture** worksheet, one for each student.

PREPARE:
- ✓ "Family Fun" bulletin board title.

## Procedure

■ Tell students that this lesson is about one of the important ways that families take care of each other—having fun together. Suggest some examples of family fun (holiday celebrations, birthdays, trips, work projects, weekend activities, or religious or cultural traditions).

Ask students how it felt to talk to their families about the questions on the **Family Fun** worksheet. Invite students to share their family fun activities with the class.

Remind students that not everyone has to share, but explain that everyone who wants to share will have time to share at least one example

of family fun. Tell students they will also be making a picture story about family fun.

As students share their examples, point out the variety of ways in which families have fun together. When students have given their examples, add examples of family fun from any of the categories listed earlier that students did not mention. (They may not mention work projects, but if you do, they may remember some projects that were fun.)

Close the discussion by emphasizing the importance of these activities. Call attention to the fact that there are many differences in the ways families have fun together. Remark about how wonderful it is that we are all different. Remind students that having fun together is one of the ways family members take care of each other.

■ Distribute the **Family Fun Picture** worksheet and art supplies. Have students draw pictures of one or more examples of family fun. As students draw, help them write and spell captions for the pictures. Post the picture stories on a bulletin board titled "Family Fun."

## Evaluation

Assess students' responses during class discussion and their work on the **Family Fun Picture** worksheet for their ability to identify enjoyable family activities.

## Follow-Up/Extension

Invite different people to speak to the class about special family traditions, celebrations or cultural events. This could be done in conjunction with the Special Person of the Week activity.

Name ______________________________

# Family Fun Picture

*Directions:* Draw a picture of something your family does for fun. Write or tell about what you do.

# LESSON

# 9

# My Favorite Spot

## Objective

Students will be able to identify a favorite place to go to manage feelings.

## Time

One class period.

## Overview

This lesson focuses on the emotional and social importance of families. These aspects of family life need special emphasis with young children since they are more difficult to understand and less often discussed than the physical and intellectual functions of families. The lesson reinforces and extends to families the earlier lesson on feelings. It also introduces another stress management technique.

The lesson begins with a review of things families do to meet emotional and social needs. Students are encouraged to think about and draw a picture of a favorite spot.

## Integration

Art, language arts (creative writing), social studies.

## Teacher Materials and Preparation

HAVE:
✓ Art supplies (crayons or markers) for students.

COPY:
✓ **My Favorite Spot** worksheet, one for each student.

PREPARE:
✓ Arrange for classroom helpers to help students write about their favorite spot.

## Procedure

■ Review some of the common feelings discussed in earlier lessons. Review some of the ways families help meet emotional and social needs. Tell students that many children have favorite spots where they go to be alone, cozy or safe. It may be at home in the bedroom or the yard, or it may be somewhere else.

Ask questions such as the following to initiate discussion about favorite spots. Be prepared to mention a favorite spot you had as a child.

- Do you have a place you go when you feel tired, lonely or upset?
- Do you have a teddy bear or another stuffed animal that you visit or hold from time to time?

Give students a chance to talk briefly about what feelings and situations make them want to go to their favorite spot and how they feel when they are there. Tell students that going to a special spot is an important way that we take care of ourselves. Explain that taking care of our feelings helps us stay healthy.

■ Distribute the **My Favorite Spot** worksheet and crayons or markers. Ask students to draw a picture of a favorite spot. If time allows, have students write or dictate a sentence or two to describe the spot and what they do there.

If students don't have a favorite spot, ask them to imagine a place where they would feel completely comfortable. Collect these worksheets and add them to students' **Look at Me** folders.

## Evaluation

Evaluate students' drawings and descriptions for their ability to identify a favorite place.

Name

# My Favorite Spot

*Directions:* Draw a picture of your favorite spot. Write or tell about what you do there.

# UNIT III

# Taking Care of Myself Every Day

## LESSON

# 10 Health Is for Every Day

## Objective

Students will be able to identify healthy behaviors that they currently practice.

## Time

One class period.

## Overview

**Unit III: Taking Care of Myself Every Day** opens with a lesson designed to expose students to a variety of health and safety habits. The lesson also rewards students for current knowledge and practice of healthy habits.

To begin, students have an opportunity to share ideas about health. After a review of daily habits that promote health, students discuss possible consequences of not taking care of their bodies and feelings associated with good or poor health. They then complete a certificate listing a health behavior they currently practice. They also draw a picture of themselves practicing a healthy activity.

## Integration

Art, language arts.

## Teacher Materials and Preparation

HAVE:
- ✓ **Being Healthy Feels Great!**, an *Actions for Health* poster. (See example on teacher page.)
- ✓ Drawing paper, one piece for each student.
- ✓ Art supplies (crayons or markers) for students.

COPY:
- ✓ **I Take Care of Myself** worksheet, one for each student.

MAKE:
- ✓ "Being Healthy Feels Great!" bulletin board title (optional).

## Procedure

■ Tell students that this lesson is about daily health habits. Ask students what a habit is. Explain that a habit is something we do so often that we begin to do it almost without thinking. Ask students to name some habits (watching TV, getting dressed).

Ask students what health means to them. Write their responses on the board. Possible answers include taking care of myself, brushing my teeth

every day, being strong. Ask students if any of these things that mean health are habits for them, things that they do every day without thinking about them. Explain that behaviors can become habits when we practice them.

■ Show students the **Being Healthy Feels Great!** poster. Tell them the poster shows some of the behaviors that are good health habits. Discuss each of the following behaviors:

- Get 10 to 11 hours of sleep every night.
- Eat a healthy breakfast.
- Exercise every day.
- Brush teeth at least twice a day.
- Wash hands before you eat and after using the restroom.
- Talk about your feelings.
- Spend time with family and friends.
- Choose healthy snacks (foods that are low in sugar and salt).
- Wear a helmet when riding a bike or a skateboard.
- Wear a safety belt when riding in a car.

Explain that the poster could have many other habits added as well, such as taking baths or showers or brushing or combing hair.

Ask students to describe how they feel when they are healthy (good, strong, full of energy, happy). How do they feel when they are not healthy or when they are sick? (dirty, tired, irritated, down, hot, yucky)

Point out the similarity between the body and a machine—i.e., when you take care of it, it runs well; and when you don't, it breaks down. Remind students that they've been learning about how special they are.

Tell students that bodies are especially important to take care of because we each have only one. We can't go down to the store and turn in a body for a new one; it has to last for our whole lives. And bodies are special machines because they are alive and have feelings!

■ Emphasize that when people take care of themselves, they feel good, and when they don't, they feel poorly. Tell students that being healthy

is so important you want to congratulate them for the health habits they already have by filling out a certificate, a special award.

Distribute the **I Take Care of Myself** worksheet. Ask students to suggest some things they are doing now to take care of themselves that they would like to list on the certificate. Write students' responses on the board.

Tell students they can choose something from this list to put on the certificate. Help students fill out the award and sign it. Tell them to take the award home and have an adult family member sign it, too.

- Distribute paper and art supplies. As you are helping students complete the **I Take Care of Myself** worksheet, ask them to draw pictures of themselves doing something healthy. Post the pictures around the **Being Healthy Feels Great** poster on the bulletin board.

## Evaluation

Assess students' responses as you help them complete the **I Take Care of Myself** worksheet for their ability to identify their current health habits.

## Home/Family Involvement

Students take the **I Take Care of Myself** worksheet home for family members to sign.

## Follow-Up/Extension

Encourage students to pick a healthy behavior that is not on the board or the poster, and have them draw a picture of it. A new, more comprehensive poster could be created as a class project.

Do a variation on the Body Adventure Trip from Lesson 2. Do stretching. Use suggestions such as "When your leg is healthy, it feels good and strong. Think about your healthy legs and what they can do."

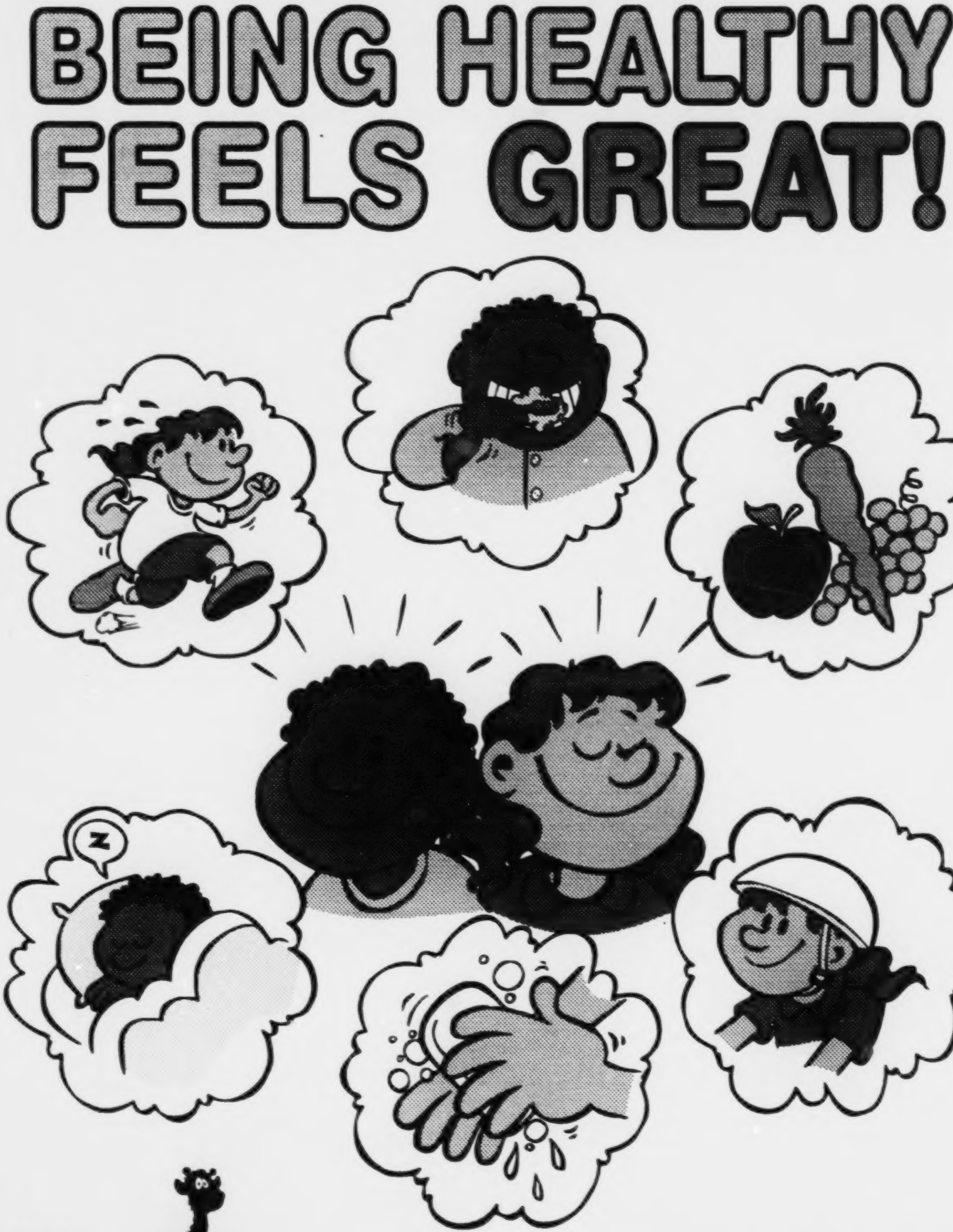
## Suggested Resources

*Smiling at Yourself: Educating Young Children About Stress and Self-Esteem.* A. N. Mendler. Santa Cruz, CA: ETR Associates.

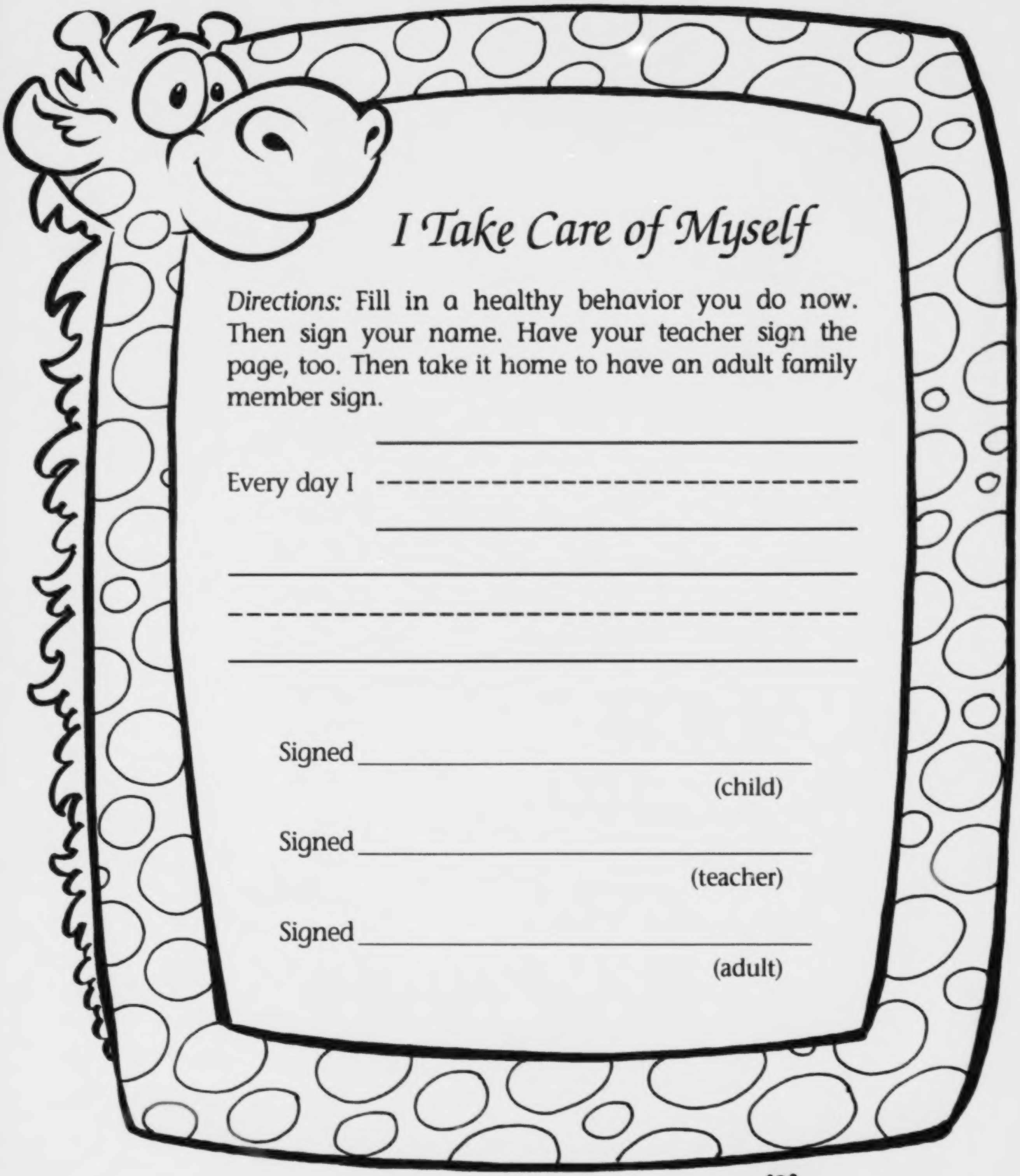
**TEACHER**

# Being Healthy Feels Great!

*An* Actions for Health *Poster*


BEING HEALTHY
FEELS GREAT!
z

Name ______________________________________



# *I Take Care of Myself*

*Directions:* Fill in a healthy behavior you do now. Then sign your name. Have your teacher sign the page, too. Then take it home to have an adult family member sign.

Every day I ______________________________

______________________________________

Signed ______________________________
(child)

Signed ______________________________
(teacher)

Signed ______________________________
(adult)

# LESSON

# 11

# Me and My Big Mouth

## Objective

Students will be able to explain why they have teeth.

## Time

One class period and time for one center activity.

## Overview

This lesson helps students develop an appreciation for the jobs their teeth and mouths do for them. Students learn why it is important to take care of the teeth and mouth. They also learn about the relation of the structure and function of different human and animal teeth, including Jamal Giraffe's teeth.

To begin the lesson, students imagine what their lives would be like without teeth. They compare human and giraffe teeth to study tooth and mouth structure. As a center activity, students make jaw models. They also try some tongue twisters.

## Integration

Language arts, science.

## Teacher Materials and Preparation

COPY:

✓ **My Jaw** worksheet, one for each student.

MAKE:

✓ **My Jaw** sample. Enlarge worksheet pattern and mount it on construction paper. Follow directions to make the model. *Or* purchase models of a tooth and jaw from the American Dental Health Association or borrow them from a local dentist's office.

PREPARE:

✓ Set up an activity center for students to make **My Jaw** models. See the **My Jaw** worksheet for materials needed.

## Procedure

■ Remind students that brushing teeth is one of the daily health habits they talked about in the previous lesson. Ask students what our teeth do for us. Why should we take care of our teeth? (They help us eat, talk and look nice.)

Ask students to think about what it would be like if we didn't have teeth. What could we eat? Tell students to fold their lips over their teeth and try to talk to their neighbors. How do the words sound? Is it easy to understand what the other person is saying?

Ask students what other parts of the mouth are important. What are pink and help hold teeth in place? (gums) What is a bone along our jaw that the teeth sit in? (jawbone) What is long, flat and rough and works with the teeth to help people talk? (tongue)

■ Show students the **My Jaw** sample. Tell students they will get to make their own models. Tell students the model shows the different kinds of teeth we have.

Explain that different teeth help with different kinds of eating. Different kinds of teeth have different shapes to help them do their jobs. Pair up students and tell them to look into each other's mouths as you point out the types of teeth on the model.

Ask students to give you an example of foods that each type of tooth would help them eat, as you explain the following:

- Front teeth (top and bottom) are shaped for biting and cutting food (carrot, apple, cookie). These teeth are called *incisors*.
- Teeth on either side of the front teeth (top and bottom) are sharp. They are designed for tearing food (meat). These teeth are called *cuspids*.
- Back teeth are wide and flat and designed for chewing and grinding food (salad). These teeth are called *molars*.

Challenge students to guess what most of Jamal Giraffe's teeth look like, based on what they just learned about tooth shape and what they know about what giraffes eat. (Jamal Giraffe eats grass and leaves, so his teeth are flat and wide.)

■ Allow time for students to visit the **My Jaw** activity center to make the **My Jaw** models. Tell students to notice how many different kinds of teeth they have. *Note:* Students are not expected to master the names

of the teeth, but only to become aware that different teeth have different functions.

- Introduce the tongue twister "Magnificent molars make miraculous mighty munchers." Write it on the board. Have students repeat it together a few times. Then have students say it to their partners.

Ask students to try to remember the tongue twister to say several times during the day, when waiting in line for lunch, for example. Add another tongue twister if students are enjoying the first one: "Clean cuspids cut cucumbers crisply."

## Evaluation

Lead a class discussion on the importance of teeth. Have students complete the sentence *I need teeth because....* Assess students' ability to explain at least one reason teeth are important.

## Home/Family Involvement

Encourage students to challenge their families with the tongue twister(s). Offer extra credit to students who memorize a tongue twister and try it at home.

## Suggested Resources

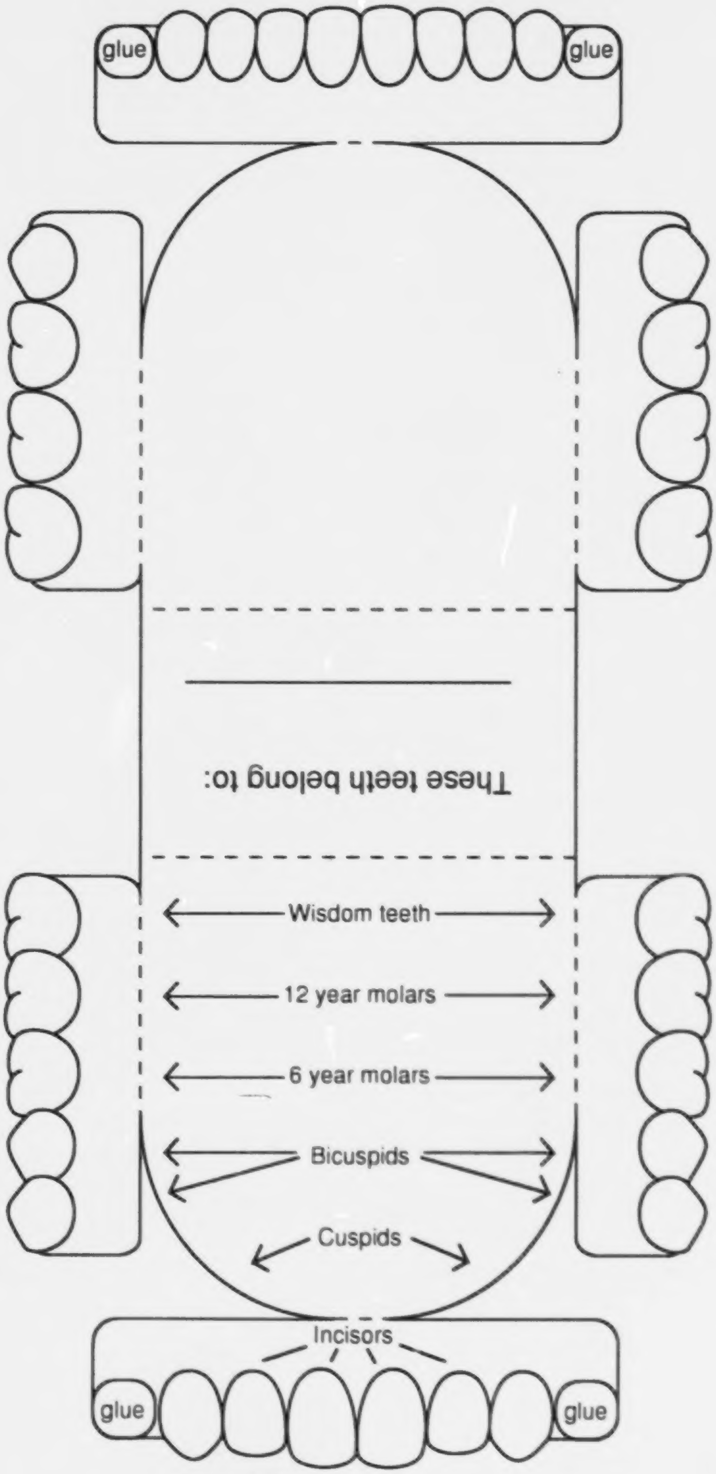
*How Many Teeth?* P. Showers. New York: Crowell. This simple, concise book describes the growth and replacement of primary teeth.

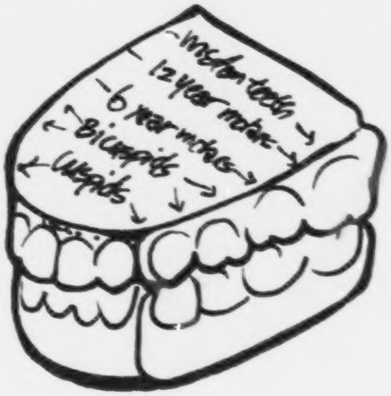
*Learning About Your Oral Health, Level 1*. Chicago: American Dental Association. In addition to comprehensive dental health curriculums for kindergarten through third grade students, the association has many excellent pamphlets, models and videotapes.

Name ______________________________________________

# My Jaw

*Directions:* Paste this page on construction paper and cut out the outline of the jaw. Fold on dotted lines and glue tabs together to make the model.


glue
glue
These teeth belong to:
Wisdom teeth
12 year molars
6 year molars
Bicuspids
Cuspids
Incisors
glue
glue


Wisdom teeth
12 year molars
6 year molars
Bicuspids
Cuspids

## LESSON

## 12

# I Have A Looth Tooth

## Objective

Students will be able to list how many teeth they have now.

Students will be able to list how many teeth they have lost.

## Time

One class period.

## Overview

This lesson is designed to help students deal with normal concerns about tooth loss. It uses this issue as a jumping off point to talk about the importance of oral care. This lesson and Lesson 11 help motivate students to practice the good oral care that they will learn more about in the next two lessons.

To begin the lesson, students count each other's teeth and record the number on a chart. They share their feelings about loss and replacement of teeth. They learn about the growth and development of teeth from infancy to old age and the importance of keeping teeth healthy so the teeth will last. They sing a song about teeth and then complete a worksheet about how many teeth they have.

## Integration

Math, science.

## Teacher Materials and Preparation

HAVE:
- ✓ Round-end toothpicks, one for each student.
- ✓ Small pieces of scrap paper, one for each student.
- ✓ Sheet of chart paper.

COPY:
- ✓ **All My Teeth** worksheet, one for each student.

MAKE:
- ✓ Transparency or poster of **The World of Waiting Teeth.**

PREPARE:
- ✓ Obtain an X-ray from a local dentist of a child's jaw, which shows permanent teeth in the jaw waiting to replace baby teeth (optional).

## Procedure

■ Pair up students. Pass out the toothpicks. Ask students to count their partners' teeth. Tell them to use the toothpick to point to the teeth without touching them.

Tell students to count the top row, then write the number down. Then count the bottom row, and write the number down. Pass out pieces of scrap paper for students to write the numbers on.

Ask students to report the numbers. Write them on the chart paper. *Note:* You may need to help students add the numbers for top and bottom rows. Point out the variety of numbers. Ask students to raise their hands in answer to the following questions:

- Who has lost one or more baby teeth?
- Who has one or more new or permanent teeth?
- Who has not lost a baby tooth yet?

Tell students that this variety is normal. Reassure students who have not yet lost a tooth. Tell them most children begin to lose their baby teeth at about six years. They finish losing them at about eleven years.

■ Show students the transparency or poster of **The World of Waiting Teeth**, or pass around the X-ray of a child's jaw.

Encourage students to talk about their feelings about loose, lost or new teeth. Have them pretend they are a tooth in the mouth of someone their age. For example: I am a baby tooth. I feel sad when I leave my friend's mouth. I feel happy because I just got a new neighbor. I feel embarrassed because my owner can't talk very well without me.

Review the tongue twisters from Lesson 11, *Magnificent molars make miraculous mighty munchers* and *Clean cuspids cut cucumbers crisply.* Ask for volunteers to demonstrate how missing teeth affect speech. (The letter *s* is hard to pronounce: "I have a looth tooth.")

■ Discuss how teeth develop during a lifetime. Ask students if they have always had teeth. Ask if they think they always will have teeth.

Explain that children first begin to grow teeth when they are less than a year old. We get twenty baby teeth all together. When we lose these teeth, we get new, permanent teeth. By about age 21, we usually have 32 permanent teeth. With proper care, teeth can last a lifetime.

Talk about what babies can eat without teeth and how their diet changes when they develop teeth. Ask students why we get two sets of teeth. Point out that adult teeth are bigger than baby teeth; they wouldn't fit into a baby's mouth. But as we grow and get bigger, we need bigger, stronger teeth.

Ask students how long permanent teeth last. Emphasize that if teeth are taken care of they last a lifetime.

Ask students if they know anyone who has false teeth. Talk about the difficulties of having false teeth or no teeth at all (discomfort, difficulty chewing and talking, appearance). Emphasize the importance of daily tooth care.

■ Sing the following song to the tune of "This Old Man."

I'm a tooth, nice and new.
You need me and I need you.
Brush and floss to keep me clean.
Everyday care will make me gleam.

■ Distribute the **All My Teeth** worksheet, and review the directions with students. Tell them to print the number of teeth they have now after the first sentence and to complete the word in the next sentence. Then tell them to color as many teeth as they have lost and put a ring around the number that shows how many teeth they have lost.

## Evaluation

Assess students' work on the **All My Teeth** worksheet and their participation in class discussion for their ability to list how many teeth they have and how many they have lost.

## Home/Family Involvement

Encourage students to sing the song about teeth to their parents.

## Follow-Up/Extension

Have students write or dictate a story about the tooth fairy (or what else they think happens to a baby tooth). This assignment could be done in class or at home.

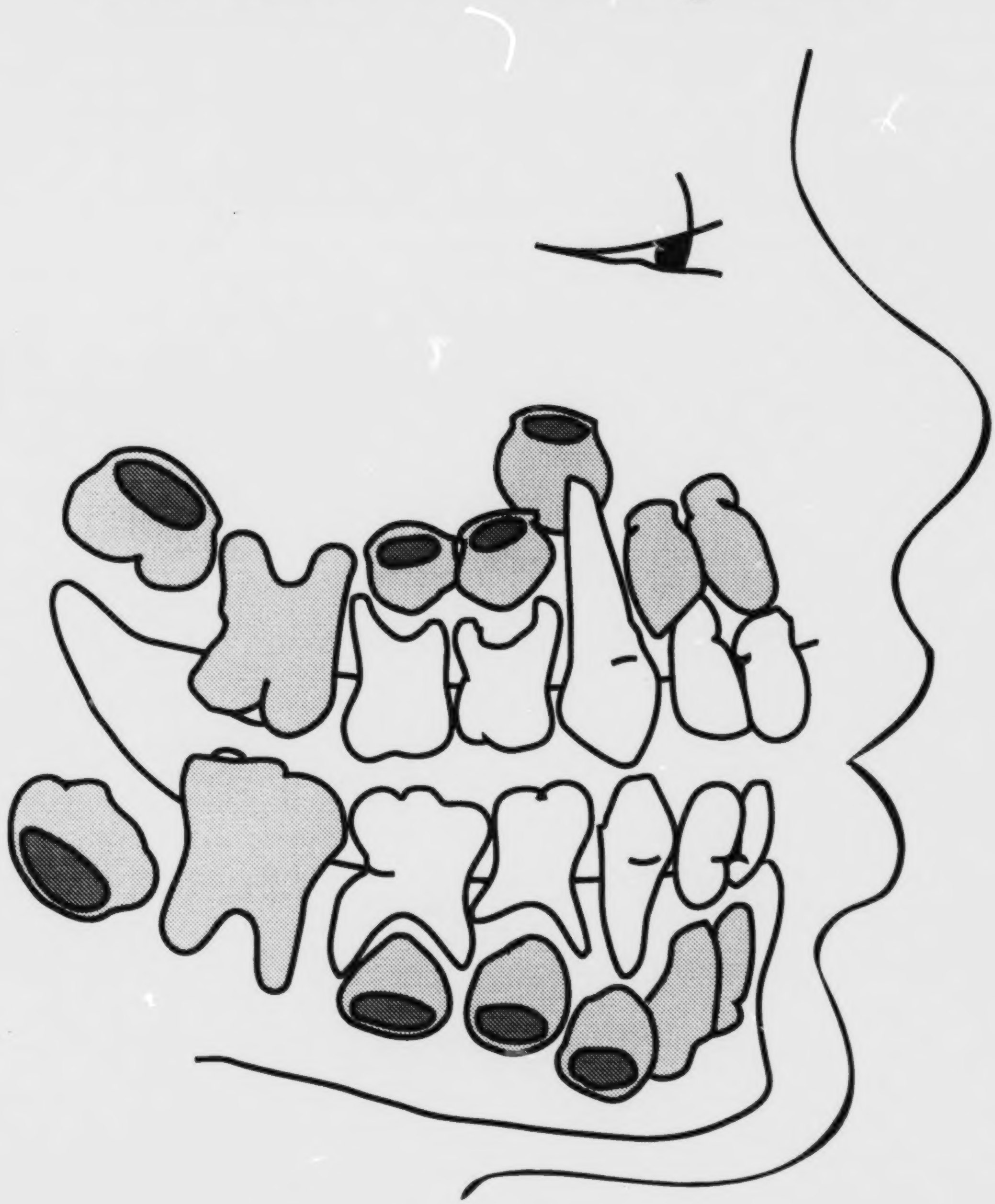
## Supplemental Resources

*Little Rabbit's Loose Tooth.* L. Bate. New York: Crown. Distributed by Scholastic Books. This story is about a rabbit who does not believe in the tooth fairy and thinks about all the other things she can do with her tooth.

*Molly and the Slow Teeth.* P. Ross. New York: Scholastic. This story is about a girl who hasn't lost a baby tooth as all of her friends have and desperately wants to. It uses humor to help children deal with feelings about tooth loss.

**TEACHER**

# The World of Waiting Teeth



Adapted with permission from the American Dental Association. *Learning About Your Oral Health.* Chicago: American Dental Association.

Name ______________________________

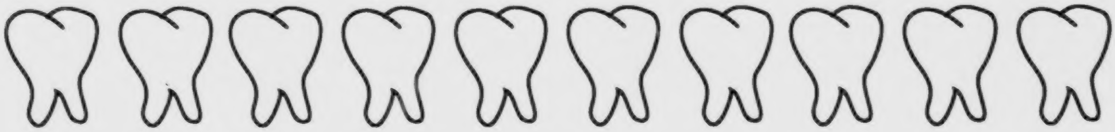
# All My Teeth

*Directions:* Print the number of teeth you have now after Sentence 1. Then fill in the blank letters to complete the word in Sentence 2. Color the teeth to show how many teeth you have lost. Then put a ring around the number that shows how many teeth you have lost.

1. How many teeth do you have now?________

2. When I grow up, I will have 32 t ___ e ___ h.

3. Color the number of teeth you have lost.



4. Put a ring around the total number of teeth you have lost.

0 1 2 3 4 5 6 7 8 9 10

## LESSON 13

# A Visit from the Dentist

## Objective

Students will be able to identify important dental health practices.

## Time

One or two class periods.

## Overview

Many children fear going to the dentist even for regular check-ups. This lesson helps students understand how people in the dental office work to keep children's teeth healthy and helps dispel myths about the pain associated with dental care.

The class begins with an activity that helps raise students' awareness of their own attitudes toward visiting the dentist. A dental professional or school nurse visits the class to explain what happens during a regular dental check-up and to demonstrate dental tools. The health professional emphasizes the importance of daily dental care and demonstrates flossing and brushing. Students then complete a worksheet about the care of teeth. They also take home a worksheet to record their brushing for a week. As an optional activity, students may use disclosing tablets to check how well they brush.

## Teacher Materials and Preparation

HAVE:

✓ Toothbrush or similar shaped object (tongue depressor or popsicle stick), one for each student (optional).

COPY:

✓ **Happy Tooth** worksheet, one for each student.
✓ **My Happy, Healthy Teeth** worksheet, one for each student.
✓ **Dental Health** letter, one for each student.

PREPARE:

✓ Ask students to bring a small mirror from home (optional). You need one mirror for every two students.

✓ Arrange a visit from a dentist, dental hygienist or school nurse. Ask the health professional to explain the following items to children:
  - the parts of a regular dental check-up
  - the tools used
  - how it feels to have a cavity filled
  - proper brushing and flossing

  *Or* find a dentist or dental hygienist who can review the procedure for a check-up and proper oral care with you so that you can present the lesson yourself. Ask if it is possible to borrow some tools to use in the presentation.

✓ Decide whether to offer an award to students who complete the **My Happy, Healthy Teeth** worksheet (on brushing teeth) and what the award will be.

✓ Ask the school nurse or the dental health professional to help you obtain free disclosing tablets and/or toothbrushes (optional).
✓ For the disclosing tablets activity, set out a pair of cups for each student—one half filled with water and one empty (optional).

REVIEW:
✓ **Harry the Tooth** story.

## Procedure

■ Take a class poll about visiting the dentist. Ask how many students have been to a dentist. Ask how many students have had their teeth cleaned by a dental hygienist. Ask how many students have had a tooth filled. Record the results, and graph if desired.

Tell students to think about visiting the dentist. Ask them to think about and explain their feelings. Identify possible questions to ask the dentist or other dental health professional who visits the class.

■ Introduce the dentist, dental hygienist or school nurse. Let the health professional describe a regular dental check-up, including cleaning, X-rays and fluoride treatment. Encourage students to ask questions and share concerns as appropriate.

Ask the health professional to describe *plaque* (a film that coats the teeth when we eat). Ask him or her to explain that if we don't clean off the plaque, teeth can be damaged (decayed). Ask the professional to describe the process of repairing decayed teeth and to pass around tools used in cleaning and drilling.

■ Distribute toothbrushes or other implements. Assist students with correct brushing motions as the health professional demonstrates. *Note:* Students don't need to actually brush their teeth. Show students a piece of floss and ask the health professional to demonstrate flossing.

- *Optional:* Group the class in pairs and give each pair a mirror. Distribute disclosing tablets (plaque detectors). Tell students these tablets will turn the colorless plaque that's on their teeth red, so they can see it.

After students have chewed the tablets, have them brush their teeth. Tell them to use the prepared cups for rinsing and spitting. Tell students to take turns looking into their partners' mouths and pointing out the places where the red stain has not been brushed off.

Compare notes with the class. Emphasize the importance of brushing thoroughly. Remind students that floss helps reach the places that the toothbrush can't.

- Distribute the **Happy Tooth** worksheet. Read the **Harry the Tooth** story to students, and have them complete the worksheet. You may want to use this activity at a center with a classroom helper.

- Distribute the **My Happy, Healthy Teeth** worksheet. Check that all students have a toothbrush at home (preferably a new toothbrush from this lesson). Tell students to take the worksheet home and mark it each time they brush in a day.

Remind students to return the signed worksheet to school in a week. If you are offering an award for consistent brushing, explain it to students.

Tell students that even when they can't brush, rinsing their mouths with water can help clean food and plaque off teeth to reduce the acid that causes decay. Suggest that they rinse their mouths after lunch at school, for example.

## Evaluation

Assess students' work in class activities and on the **Happy Tooth** worksheet for their ability to identify brushing, flossing and dental check-ups as important dental health practices.

## Home/Family Involvement

Distribute the **Dental Health** letter and have students take it home with the **My Happy, Healthy Teeth** worksheet.

**TEACHER**

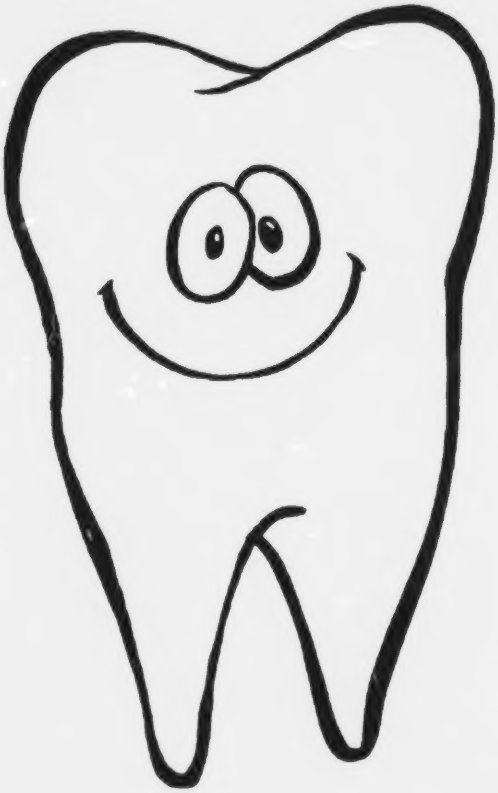
# Harry the Tooth

*Directions:* Read the story to students. Then distribute the **Happy Tooth** worksheet, and have students complete it.

Help Harry be a happy tooth. He lives in the mouth of a first grade student in a school a lot like yours. He is feeling cramped because a piece of apple is stuck in the space between him and the tooth next door.

A piece of candy is also stuck near his feet—it's been there almost a week! Harry can feel a cavity starting.

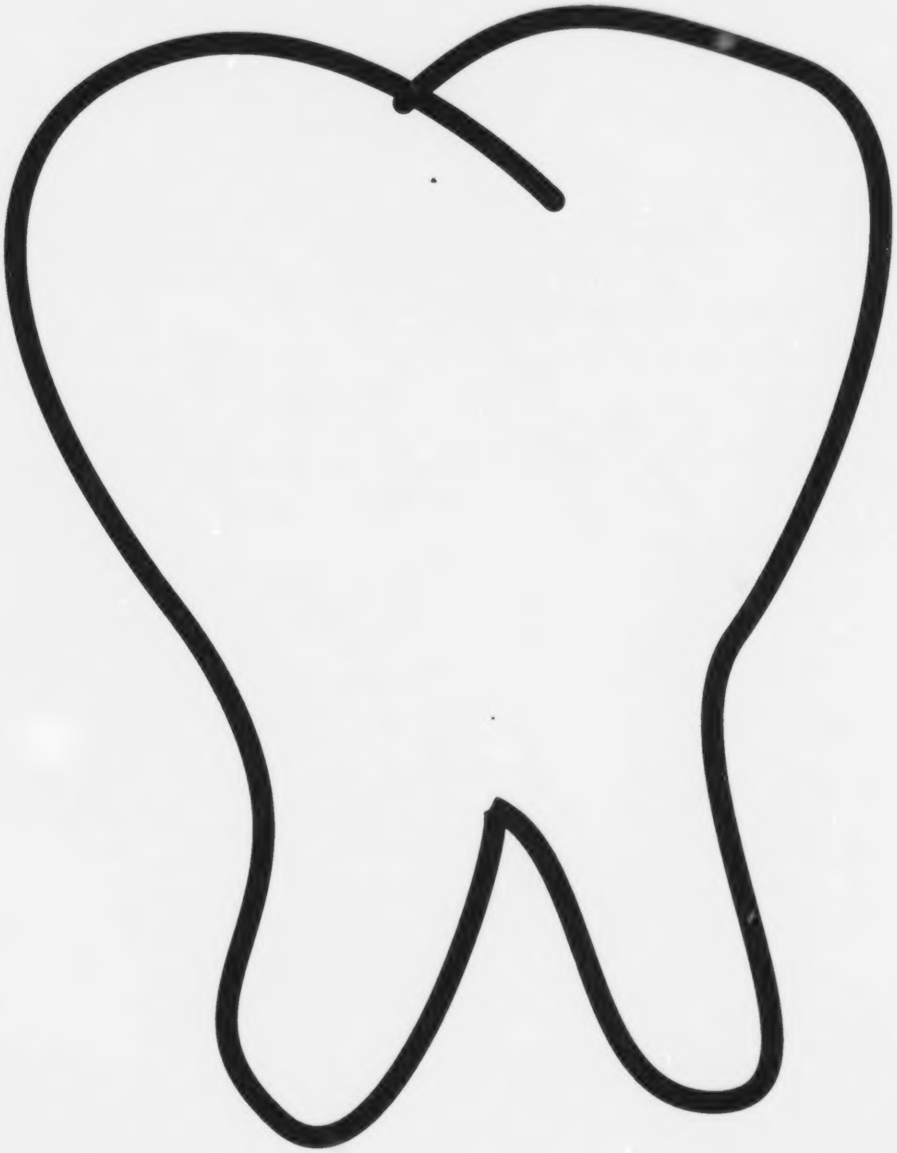
Harry's owner has been playing all day and is about ready to go to bed. Harry is so uncomfortable that he is not sure he will be able to sleep. If Harry could talk, what would he tell his owner? Can you think of one or two things that would make Harry feel better? Draw or write your ideas inside the tooth.



Name ______________________________________

# Happy Tooth

*Directions:* Listen to the story of *Harry The Tooth*. Then draw or write one or two things inside the tooth that would make Harry feel better.



**LETTER**

# Dental Health

Date: ______________________________

Dear Family:

Unit 3 of the first grade health education program is about dental health. We began by telling children about all the wonderful jobs that teeth do for them and about the new teeth that are growing in their mouths at this age.

Today in class we had a visit from ______________________________. Children learned how important it is to care for their teeth every day. Your child has a worksheet that keeps track of daily brushing for a week.

While flossing is also an important part of dental care, children this age may not be ready for it. Check with your dentist. We have demonstrated flossing in class, but children are not expected to floss.

Please encourage your child to complete the chart on the worksheet each time he or she brushes his or her teeth. At the end of the week, please sign the worksheet and have your child return it to class.

Thank you for your help. Please call if you have any questions.

Sincerely,

______________________________

Name ________________________________________

# My Happy, Healthy Teeth

*Directions*: Make a ✔ in a tooth each time you brush each day. You need to brush at least twice a day for healthy teeth. Have an adult family member sign the chart when you've filled it out. Then return it to school.

| | | |
|---|---|---|
| ***Monday***<br>Brush<br>🦷 🦷 🦷 | ***Tuesday***<br>Brush<br>🦷 🦷 🦷 | ***Wednesday***<br>Brush<br>🦷 🦷 🦷 |
| ***Thursday***<br>Brush<br>🦷 🦷 🦷 | ***Friday***<br>Brush<br>🦷 🦷 🦷 | ***Saturday***<br>Brush<br>🦷 🦷 🦷 |
| ***Sunday***<br>Brush<br>🦷 🦷 🦷 | Signed:<br>______________________<br>(adult)<br>______________________<br>(child) | |

## LESSON

## 14

# No Plaque Attacks for Me

## Objective

Students will be able to describe ways to prevent tooth decay and gum disease.

## Time

One or two class periods.

## Overview

This lesson is designed to help students practice what they learned about oral care in the previous lessons and to motivate them to take care of their teeth.

A teacher demonstration emphasizes the importance of flossing. Students then work on a project to dramatize the importance of daily oral care in the fight against tooth decay.

*Note:* Children at this age probably do not have the manual dexterity necessary for flossing teeth. However, because flossing is such an important part of good dental care, we have chosen to introduce the concept with a teacher demonstration. This introduction helps prepare children to add flossing to their daily routine as they develop the needed skills.

## Integration

Art, language arts.

## Teacher Materials and Preparation

HAVE:
- ✓ Poster paint, mixed thickly.
- ✓ Paintbrush.
- ✓ Old toothbrush.
- ✓ 18-inch piece of yarn.
- ✓ Paper towels.

COPY:
- ✓ **Floss Maze** worksheet, one for each student (optional).
- ✓ **Hidden Teeth** worksheet, one for each student (optional).

PREPARE:
- ✓ Arrange for classroom helpers to assist students with creative projects (optional).

REVIEW:
- ✓ **Daily Oral Care *Teacher Background Information.***

## Procedure

■ Ask for a volunteer to have his or her left hand painted. Paint both sides of the student's left hand and in between the fingers.

While the paint is drying, review what students learned about daily oral care during the dental health professional's visit. Emphasize the information about what causes tooth decay. Plaque is a sticky film that coats the teeth. When plaque combines with the foods we eat, it makes an acid that damages the tooth, causing decay. Tell students this can be called a "plaque attack."

Ask students if giraffes get tooth decay (no). Do giraffes brush and floss their teeth? (Don't be ridiculous...) Remind students of what causes decay. Explain that giraffes don't get tooth decay because they don't eat food that sticks to their teeth, such as candy and other sweets. Imagine a real giraffe eating a candy bar!

Add any information from the **Daily Oral Care** ***Teacher Background Information*** that was not discussed (optional). Use words that will help this information come alive for students and set the stage for creative projects later in the lesson (*plaque monster, supergleam squad* or adaptations of the names of familiar TV or cartoon characters).

■ When the paint has dried, have the volunteer put her or his painted hand on a paper towel where the class can see it. Tell the student to hold her or his fingers very close together while you brush off the paint with the old toothbrush.

Point out that the brush does not remove the paint in between the fingers. Tell students that a toothbrush also can't remove food and plaque from between the teeth. Explain that floss helps remove this plaque.

Wrap yarn around your fingers as if it were floss, and floss the volunteer's fingers. Use some pressure to get in between the fingers, but not too much. Floss down to the bottom without pressing down too hard on the skin between the fingers (gums). Have the volunteer open his or her

fingers and show the class his or her hand. Point out that the floss removed much of the paint on the inside of the fingers.

(Adapted with permission from the American Dental Association. *Learning About Your Oral Health.*)

■ Talk with students about dramatizing the fight against tooth decay and gum disease. Offer this example: The teeth, toothbrush and floss are sleeping. The plaque monster sneaks up with a gang of sticky and sugary foods and covers the teeth with plaque. The tooth wakes up in the morning. It has to figure out how to work with its friends to get rid of the plaque monster and its gang.

Suggest other themes such as Halloween or space travel to dramatize the "fight against plaque." Divide the class into groups. Ask students to work with their groups to develop a skit or some other creative expression related to tooth jobs and care. Some of the options you might suggest include:

- Write a story.
- Draw a picture with a caption.
- Act out a play or skit.

Allow students time to develop their projects. As time allows, have them present their work to the class.

## Evaluation

Assess students' work on their creative projects for their ability to describe ways to prevent tooth decay and gum disease.

## Home/Family Involvement

Distribute the **Floss Maze** worksheet (optional). Ask students to take it home and have someone in their family help them solve the maze.

Have students poll family members about regular brushing and flossing. Students can explain to other family members the importance of regular brushing and flossing.

## Follow-Up/Extension

Distribute the **Hidden Teeth** worksheet. Tell students they can color it during free time at a learning center or at home.

Have students perform their creative projects for kindergarten or other classes.

Present awards for consistent brushing as demonstrated by the completed **My Happy, Healthy Teeth** worksheets from Lesson 13.

## Suggested Resources

The following materials are available from the American Dental Association:

*Are You Protected by the Fluoride Family?* This poster shows fluoride knights fighting off decay.

*The Bad Toothbrush Gang.* This poster shows old toothbrushes that need to be replaced.

*Dental Flossophy, Charlie Brown.* A favorite children's cartoon character explains the importance of flossing and motivates children to floss.

*Dudley the Dragon.* Both the comic book and film by this name are excellent. Dudley is hated by everyone in the village because of his stinky teeth until a little boy teaches him how to brush.

*Get the Gap.* This poster is about flossing.

*The Haunted Mouth.* This film is about a mouth haunted by tooth decay and what happens when the owner begins to take care of it.

# Daily Oral Care

## *Teacher Background Information*

Oral care refers to the care of mouth and gums as well as teeth. Although children this age are probably not ready to floss (they lack the manual dexterity), they should be encouraged to brush at least twice a day.

Teeth should be brushed after every meal and snack. When it's not possible to brush after a meal, rinsing the mouth with water can help remove the food that sticks to teeth and reduce acid formation. The most important time to brush and floss is after the evening meal, because food sits in the mouth for the longest time overnight.

All tooth surfaces should be brushed, using short back and forth strokes. Brushing is especially important in preventing decay in the little grooves on the top surfaces of teeth and along the gums. Molars in the back of the mouth and the inside surfaces of teeth may need special attention.

Flossing helps prevent decay in between teeth where the toothbrush can't reach. The mouth should be rinsed after flossing or brushing to remove loosened plaque and food.

Foods such as apples, cucumbers and celery (known as detergent foods) do not contribute to plaque formation as do foods with simple carbohydrates. However, they do not help remove plaque, as is commonly believed.

### *Dental Check-Ups*

Dental check-ups are recommended every six months. Cleaning includes scraping hardened plaque (calculus) off teeth. X-rays help detect possible decay in between teeth and monitor growth of permanent teeth.

Fluoride helps strengthen the enamel surface of teeth, making them less susceptible to decay. Capping is a new process used by some dentists to fill the small grooves on the tops of molars and reduce the chances of decay. New toothbrushes are usually given to patients at a check-up to help ensure the effectiveness of brushing.

### Decay

Plaque is a sticky colorless substance that sticks to teeth. Saliva is *not* plaque; however, some bacteria in saliva may become part of plaque formation.

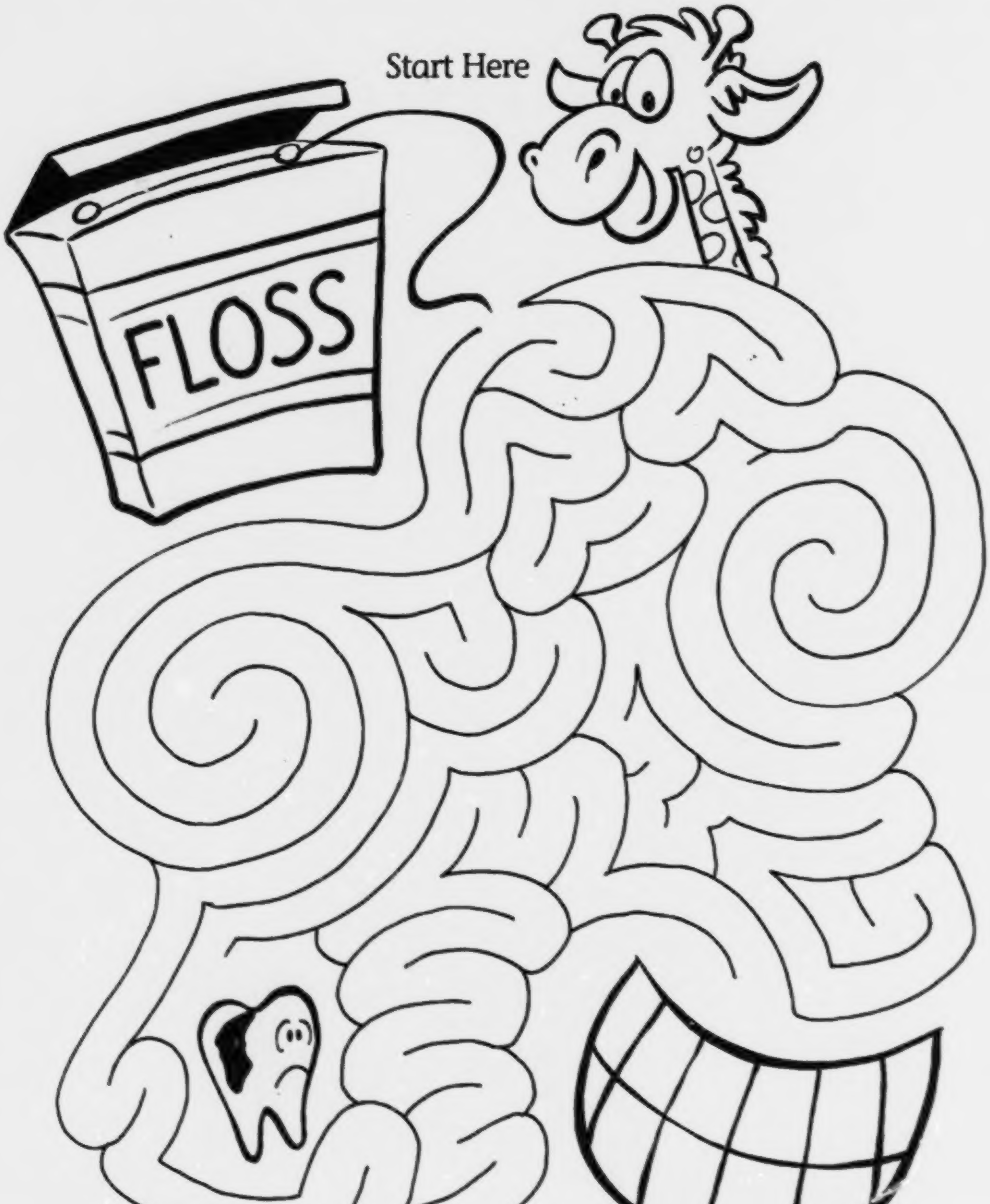
In the decay process, plaque and foods combine in a chemical process that forms acid. Acid on teeth causes decay. Acid on gums causes gum disease.

Contrary to popular belief, sugar is not the only culprit in decay. Any foods containing simple carbohydrates (e.g., peanut butter) contribute to the process that causes decay.

Name ______________________________________________

# Floss Maze

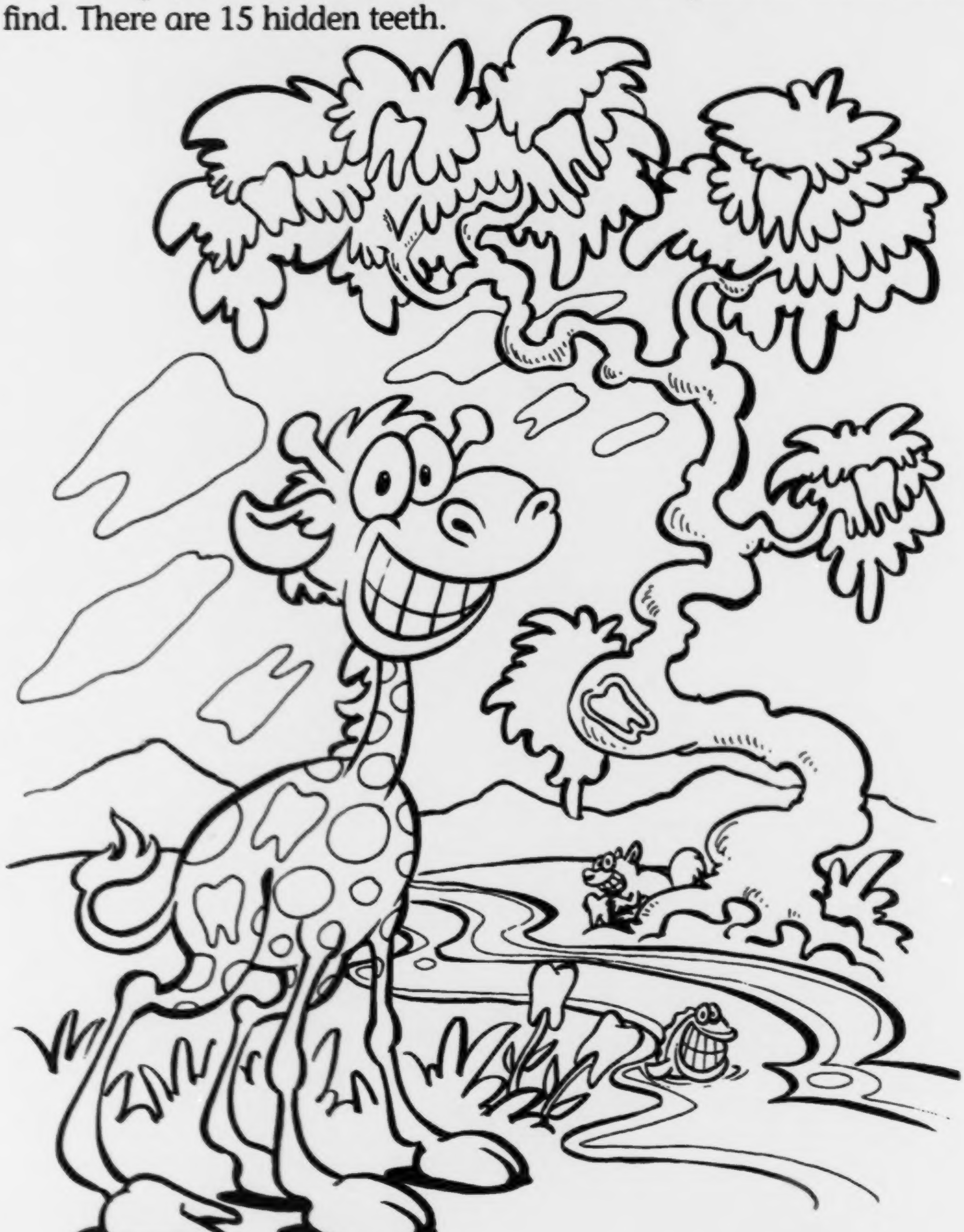
*Directions:* Draw a path through the maze to lead the floss to the teeth.


Start Here
FLOSS

Name ______________________________

# Hidden Teeth

*Directions*: Help Jamal find the hidden teeth in this picture. Color the teeth you find. There are 15 hidden teeth.



## LESSON

## 15

# What Is a Healthy Snack?

## Objective

Students will be able to illustrate healthy snacks.

## Time

One class period.

## Overview

This lesson acts as a bridge between the lessons on oral health and the lessons on nutrition. Nutrition will be emphasized at later grade levels; however, this lesson and the next introduce students to different nutrients and to snack foods that are sources of these nutrients.

Students report on their progress with brushing teeth at home. They then review the importance of brushing to prevent tooth decay. They discuss snacks that are healthy for the teeth and the body. An experiment with ginger ale and a tooth illustrates the effects of sugary snacks on teeth. Students then consider how healthy snacks help the rest of the body do its work.

## Integration

Language arts, science.

## Teacher Materials and Preparation

HAVE:
- ✓ A tooth. (Obtain it from a dentist or parent. Explain that it cannot be returned.)
- ✓ Half a glass of ginger ale.

COPY:
- ✓ **Good to Eat and Good for Me** worksheet, one for each student.

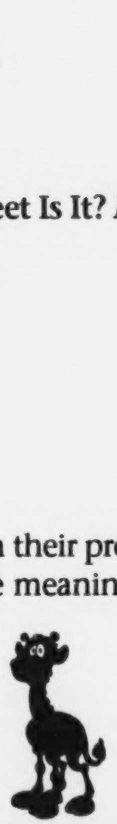
MAKE:
- ✓ Chart or poster of **Soda Pop/Soda Rot Record.**
- ✓ Transparency or poster of **Healthy Snacks.**

PREPARE:
- ✓ **How Sweet Is It?** demonstration. See **How Sweet Is It?** ***Directions.***

REVIEW:
- ✓ **Healthy Snacks List.**

## Procedure

■ Begin the lesson by asking students to report on their progress with brushing teeth at home. Ask who can explain the meaning of *plaque*



*attack*. Remind students that every time we eat, the plaque in our mouths combines with the food to form acid. The acid causes tooth decay. Review how to prevent a plaque attack (brush your teeth or rinse your mouth after eating).

■ Introduce today's topic—healthy snacks. Have students brainstorm a list of snacks. Ask students to think of foods that are *not* too sweet, salty or greasy.

Explain that sweet foods like candy and cupcakes have a lot of sugar in them. Too much sugar isn't good for our teeth or for the rest of our bodies. Greasy foods like doughnuts and potato chips have more fat than the body needs to be healthy, and very salty foods like potato chips, corn chips or tortilla chips have more salt than the body needs.

*Note:* Foods high in sugar, fat or salt should not be described as "bad." For young children, the concept to emphasize is that these foods should be eaten in moderation. The other important concept is that foods high in fat, sugar or salt should not be substituted for other, more nutritious foods.

Acknowledge that we all eat these kinds of snacks sometimes, but emphasize the importance of choosing snacks that are better for the body to help the body do its work.

■ Ask for a student helper to help you with the **How Sweet Is It?** demonstration. Show students the food display you've prepared, and give the student helper a supply of sugar cubes.

Tell students each sugar cube equals one teaspoon of sugar. Tell them they are going to guess how much sugar is in each of the foods on display.

Explain that your helper is going to stack sugar cubes in front of each of the foods. When students think the number of sugar cubes equals the amount of sugar in that food, they should say stop. Then you will tell the helper how many sugar cubes to add or take away.

Have the helper slowly stack one sugar cube at a time in front of one of

the foods. When most students say stop, have the helper stop. Check the accuracy of the students' guess, and have the helper add or take away sugar cubes until the correct amount of sugar is illustrated. Repeat this process for the next food.

When all foods have been demonstrated, discuss the differences between students' guesses and the actual amount of sugar in the foods. Did students know all those foods had sugar in them? Were they surprised at how much sugar was in some of the foods?

■ Tell students that the class is going to do an experiment to illustrate what one kind of sugary snack can do to teeth. Place a tooth in a glass half-full of ginger ale. Tell students that the class will be observing the tooth for several months. (Give them specific dates.)

Ask students what they think will happen. Write their hypotheses on the **Soda Pop/Soda Rot Record**, and post the page near the experiment.

Keep a log of student observations once a week. Remind students that their teeth have to last their entire lives. Emphasize that the best way to prevent decay after eating sweet or sticky snacks is to brush. Remind students that if they can't brush, they can rinse their mouths with water to rinse some of the food off their teeth.

■ Review the list of healthy snack foods that students brainstormed. Explain why each of the foods on the list is healthy (it helps body parts do their jobs). For example, carrot sticks provide vitamins that help us use other nutrients.

Show students the **Healthy Snacks** transparency or poster. Discuss any snacks they hadn't brainstormed. Check the **Healthy Snacks List** for additional snacks to suggest. (The classifications for healthy snacks are adapted with permission from *Healthy Me, Healthy Maine,* Maine Division of Dental Health, 1992.)

- Tell students that the class will be having a healthy-snack party. Explain that they will help plan the party and bring some healthy snacks to class. Tell students what day the party will be.

- Distribute the **Good to Eat and Good for Me** worksheet. Tell students to draw a picture or write the name of a healthy snack on the worksheet.

## Evaluation

Assess students' responses on the **Good to Eat and Good for Me** worksheet for their ability to identify healthy snacks.

## Follow-Up/Extension

Have students unscramble healthy snack words, e.g., *lkim* (milk), *tzelspre* (pretzels), *tracor* (carrot).

Repeat a variation of the body adventure trip visualization from Lesson 2. Have students imagine themselves eating a healthy snack and imagine how good their bodies feel when they get help from the snack.

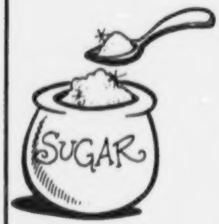
## Suggested Resources

*Taming of the C.A.N.D.Y. Monster.* V. Kansky. Wayzata, MN: Meadowbrook Press.

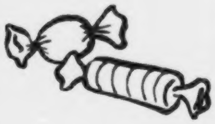
# How Sweet Is It?

## *Directions*

Choose foods from the following list for the demonstration. Prepare a display with either the actual food items or pictures of the selected foods. Set the display up where it can be seen by all the students in the class. Leave room for a student helper to stack sugar cubes in front of each food to show its sugar content. Have enough sugar cubes to illustrate the sugar content of the foods you select for the displays (one sugar cube equals one teaspoon of sugar).



| *Food* | *Portion* | *Teaspoons of Sugar* |
|---|---|---|
| soda pop | 12 oz. can | 7 1/2 |
| jelly | 1 Tbsp. | 4–6 |
| chocolate mints | 1 piece | 2 |
| raisins | 1/2 cup | 4 |
| white bread | 1 slice | 1/2 |
| chocolate cake | 4 oz. piece | 10 |
| cupcake (iced) | 1 | 6 |
| donut (glazed) | 1 | 6 |
| ice cream cone | 1 | 3 1/2 |
| ice cream sundae | 1 | 7 |
| fruit yogurt | 1 | 7 1/2 |
| ketchup | 3 Tbsp. | 2 |



**TEACHER**

# Soda Pop/Soda Rot Record

*Directions:* Note the date the Soda Pop/Soda Rot experiment begins. Check the progress of the experiment once a week. Write the dates and students' observations on the chart.

Date experiment began:

______________________________

What we think will happen:

______________________________

______________________________

______________________________

| *Date* | *Observations* |
|---|---|
| | |
| | |
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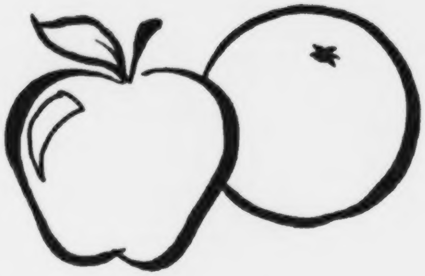
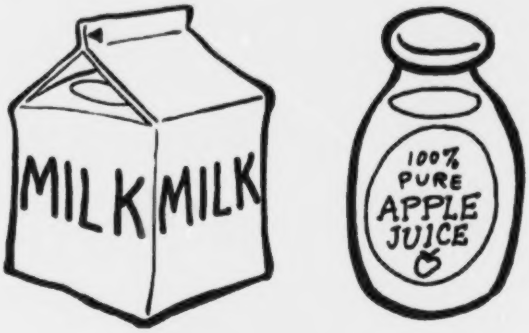
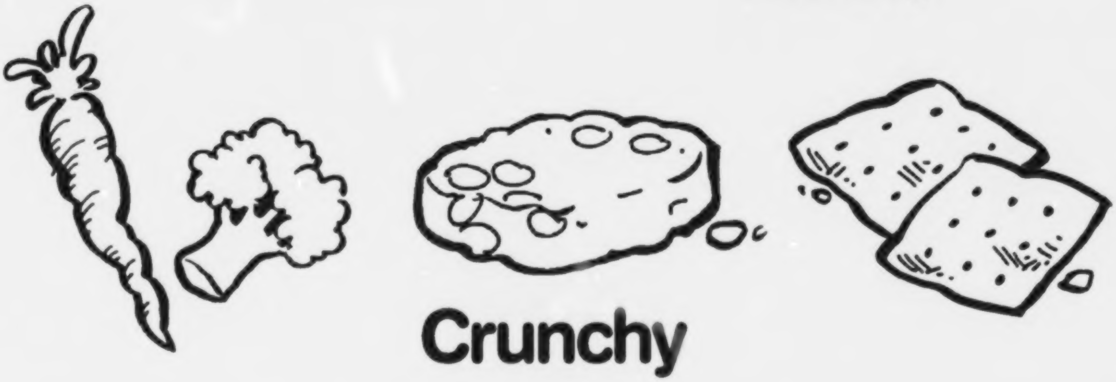
# Healthy Snacks



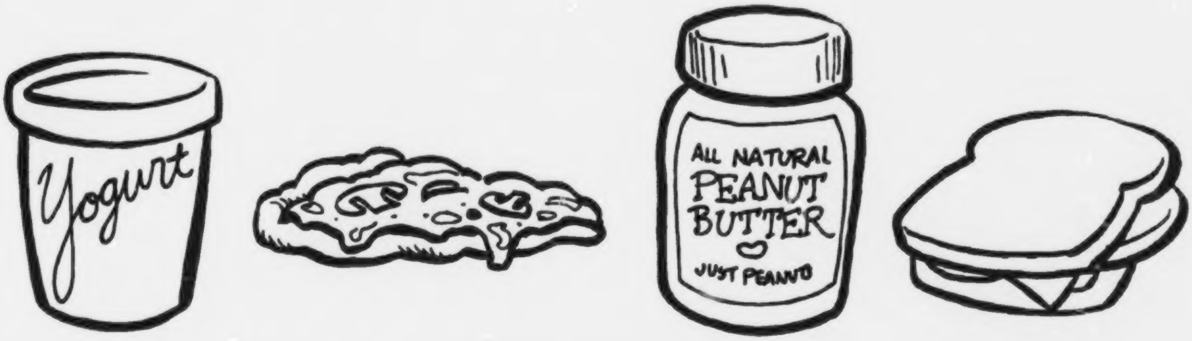
Juicy


MILK
MILK
100% PURE APPLE JUICE

Thirsty



Crunchy


Yogurt
ALL NATURAL PEANUT BUTTER
JUST PEANUTS

Hungry

TEACHER

# Healthy Snacks List

## Juicy—Fresh Is Best

oranges
berries
peaches
plums
pineapple
melons
pears
tomatoes

## Crunchy

carrots
celery
cucumbers
lettuce
mushrooms
broccoli
popcorn (no salt or butter)
rice cakes (low-salt)
crackers (low-salt)

## Thirsty

water
lowfat milk
unsweetened juices
spring water (with fruit essence)

## Hungry

lowfat plain yogurt (add fresh fruit)
nuts (high in fat, but offer other nutrients; good unsalted in small amounts)
lowfat cottage cheese
sunflower seeds
pumpkin seeds
pizza with lowfat mozzarella cheese
pretzels (without salt)
peanut butter (high in fat, but a good source of protein)
low-sugar cereals
bread (whole wheat)
hard-boiled eggs (in moderation)

Note: Some foods, such as peanut butter, are included on this list even though they are high in fat because they are also high in other nutrients. Such foods should be eaten less often, but they do contribute to health.

Name ______________________________

# Good to Eat and Good for Me

*Directions*: Draw a picture or write the name of a healthy snack.

A healthy snack helps me grow and be healthy!

## LESSON

## 16

# Snack Party

## Objective

Students will be able to identify snacks they like that are healthy.

## Time

One class period.

## Overview

This lesson is designed to review and reinforce information from Lesson 15 and to motivate children to eat the snacks they know are healthy, i.e., to act on their knowledge.

To begin the lesson, students listen to a story about a hunt for a healthy snack. Students then prepare and share healthy snacks with the help of the teacher and classroom helpers. As students are finishing up their snacks, they vote for the snack they like best and plan to have that snack in class again.

## Integration

Language arts, math.

## Teacher Materials and Preparation

HAVE:

✓ Small drink cups, little cups for snack samples, paper plates, napkins.
✓ *The Golden Treasure* student booklet, one for each student.

COPY:

✓ **Snack Party** letter, one for each student.

PREPARE:

✓ Ingredients for three healthy snacks and healthy snack drinks. See the Simple Snack Recipes on the **Snack Party** letter for suggestions.
✓ List snacks for the party on the board.
✓ Ask for classroom helpers to help students prepare healthy snacks (optional).

REVIEW:

✓ **Healthy Snacks List** from Lesson 15.

## Procedure

■ Distribute the student booklet *The Golden Treasure*. Read the story to the class. Tell students that today they will get to search for their own favorite healthy snacks.

Explain that they will get to try several different healthy snacks. Tell them you will be asking them to vote on a favorite snack after they've tried the different snacks.

- Divide the class into small groups to prepare the snacks. (This could be a center activity.) Let students work with classroom helpers to spread the peanut butter, make the popcorn, make the melon balls, pour the juice, make the dip, etc. *Or* prepare the snacks in advance.

When the snacks are ready, have students sit down. Ask student volunteers to pass each of the snacks and drinks to the class.

- When most students have finished eating, have them vote for their favorite snack. Read the name of each of the snacks from the party. Count how many students vote for each snack, and write the number next to that item on the list of snacks on the board.

Discuss which snack is the favorite of the most students and which is least liked. Circle the name of the class's favorite snack. Make plans to have this snack again in the next week.

## Evaluation

As they vote for their favorite snacks, assess students' responses for their ability to identify healthy snacks that they like.

## Home/Family Involvement

Distribute the **Snack Party** letter and ask students to take it home to share with their families.

Encourage students to take the student booklet *The Golden Treasure* home to share with their families. Be sure all booklets are returned to class. *Note:* You may want to use a check-out system for the booklets to be sure all booklets are returned.

Ask families for assistance in providing ingredients or preparing healthy snacks for the snack party.

## Follow-Up/Extension

Arrange for a different healthy snack to be available to the class once a week. Discuss why each snack is healthy, i.e., how it benefits the body. Adult volunteers and the school lunch program can help provide or prepare ingredients.

**LETTER**

# Snack Party

Date: ______________________

Dear Family:

We are having a healthy-snack party to wrap up our unit on daily health habits, "Taking Care of Myself Every Day." This letter gives some **Simple Snack Recipes** for healthy snacks. The children made some of these snacks in class.

You may enjoy making some of these snacks at home with your child. Your child may also want to share with you a story about a healthy snack, *The Golden Treasure,* which we read in class.

Please let me know if you have any questions or comments.

Sincerely,

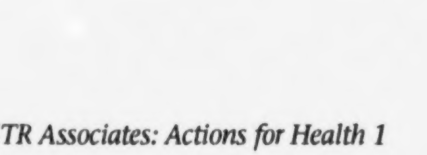
______________________

## Simple Snack Recipes

**Applewiches:** Spread apple slices with unsweetened peanut butter. Make faces with raisins, nuts, coconut, etc.

**Gorp:** Peanuts, raisins, dried apples, carob chips, sunflower seeds.

**Jello:** Make your own nutritious jello with fruit juice and unflavored gelatin. No added sugar is needed. Add chunks of fruit, too.



**Easy Pizza:** Slice an English muffin or pita pocket in half. Toast. Spread with pizza sauce or plain tomato sauce. Cover with grated lowfat mozzarella cheese. Add vegetable toppings of your choice: onions, green peppers, mushrooms. Use the vegetables to

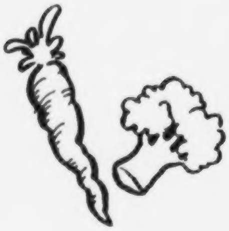
*Simple Snack Recipes (continued)*

make faces on the pizzas. Heat in the microwave for 45 seconds or bake for 10 minutes in a 450° oven.

**Yogurt Dip:** Mix 1 cup of lowfat cottage cheese, 1 cup of plain, lowfat yogurt, and about two tablespoons of onion soup mix or a little lowfat blue cheese, curry or other seasoning. Serve with vegetables or crackers.

**Celery Boats:** Stuff celery with peanut butter or cottage cheese.

ALL NATURAL
PEANUT
BUTTER
JUST PEANUTS



**Vegetable Robots:** Wash vegetables such as mushrooms, broccoli, cherry tomatoes, carrots and celery, and cut into different shapes and sizes. Put vegetables together with toothpicks to make robots.

**Banana Splits:** Peel a banana and slice it in half the long way. Sprinkle unsweetened coconut or cinnamon on the open faces. You may want to drizzle a little honey on the banana first.

**Yogurt or Juice Popsicles:** Mix 6 ounces of unsweetened orange juice concentrate, 2 cups of lowfat plain yogurt and 1 teaspoon of vanilla. Freeze in ice cube trays with plastic or wooden popsicle sticks. Popsicles can also be made with unsweetened fruit juices.

**Healthy Snack Drinks:** Mix cider or unsweetened fruit juices (cranberry and grape juice are good) with seltzer water.

**Other Simple, Healthy Snacks:**
- plain popped popcorn (no salt or butter)
- melon balls—cantaloupe, honeydew, watermelon (add strawberries, if desired)
- rice cakes
- pretzels (low-salt)

# UNIT IV

# Everybody Gets Sick Sometime

## LESSON

## 17

# Germs Make Me Sick!

## Objective

Students will be able to list three facts about germs.

Students will be able to illustrate a way to stop the spread of germs.

## Time

One class period.

## Overview

Young children have difficulty understanding disease transmission and prevention because they can't see germs. The first lesson of **Unit IV: Everybody Gets Sick Sometime** attempts to present disease concepts in a concrete way to establish a foundation for an understanding of disease at higher grades.

The lesson begins with a discussion about the meaning of the word *germ*. Basic concepts about communicable (infectious) illnesses and their prevention are explained and demonstrated through a handwashing experiment. Students begin an experiment that shows how the body protects itself from germs. The lesson concludes with a worksheet that summarizes three facts about germs.

## Integration

Science.

## Teacher Materials and Preparation

HAVE:

- ✓ Roll-on body glitter. (This harmless glitter rolls directly onto the body. If you can't locate body glitter, sprinkle nutmeg on students' hands.)
- ✓ A sink with warm water or bowls of warm water (for one student or for several groups of students).
- ✓ Soap and paper towels (for one student or for several groups of students).
- ✓ Salt to sprinkle on one or more students' hands.
- ✓ *Germs Away!* activity poster, one for each student.
- ✓ Two apples.
- ✓ White vinegar (optional).
- ✓ Glass (optional).
- ✓ Baking soda (optional).

COPY:

- ✓ **Apple, Apple** worksheet, one for each student.
- ✓ **Jamal's Amazing Germ Facts** worksheet, one for each student.
- ✓ **Germ Smart** letter, one for each student.

**PREPARE:**

✓ About fifteen minutes before beginning this lesson, roll glitter (or sprinkle nutmeg) on the backs of the hands of every student. Then continue the usual classroom routine. Warn students not to rub the glitter in their eyes. *Note:* You don't need much glitter on students' hands to make the point of this lesson.

## Procedure

■ Challenge students to define the word *germ.* (Most children use the word but aren't very clear about what it means.) Define *germ,* incorporating class comments. Be sure the definition includes the following concepts.

- Germs are cells that are harmful to the body or make us sick.
- Germs cause illnesses that can be passed on from one person to another or that we can catch. These are called *communicable (infectious) diseases.*

Tell students there are two main types of germs—bacteria and viruses. Explain that the body has many kinds of bacteria. Many are helpful or harmless. The word *germs* refers to the harmful bacteria.

■ Write the word SMALL on the board. Ask a student to read the word aloud. Tell students that you are going to start a sentence and you want them to help you finish it by repeating the word *very.*

Say, "Germs are very…. Point to the first student, who says "very," then to a second and third student. Continue around the room until all students have repeated the word *very.* Then point to the word *small* written on the blackboard and have students say it. Have students repeat the sentence together, "Germs are very small."

■ Ask students if they can see these tiny germs. Explain that germs are so small that they are invisible. You can only see them if you use a microscope, so you may have germs on your skin that you can't see.

Ask for a student volunteer to wash her or his hands thoroughly with soap and warm water. (All the glitter should wash off this student's hands.) Have the student rub his or her hands with salt and then rub it off, so no salt can be seen. Ask the student to lick one hand. Can he or she still taste the salt? (probably, even though it can't be seen)

Have the student wash her or his hands thoroughly with soap and water again. Now ask the student if he or she can still taste the salt (probably not). Point out the importance of washing hands to get rid of germs, even though they are invisible.

*Optional:* Divide the class into small groups, and let students in each group participate in this handwashing demonstration.

- Discuss how germs travel and how people catch illnesses. Have students look around the room to see how the glitter was spread. Explain that germs are everywhere—they can be found in the air, dirt, water, food, animals, other people.

Note that germs can be spread as easily as the glitter was spread around the room. Tell students that people catch colds and many other illnesses from each other in this and other ways.

Explain that we can catch a cold by touching other people who have a cold or even by touching things they've touched. Point out how the glitter rubbed off on things people touched.

Add that we can also catch a cold when someone with a cold breathes, sneezes or coughs on us. Tell students this is why they should be sure to cover their noses and mouths when they cough or sneeze.

- Distribute the *Germs Away!* activity poster, and read it with students. Remind students that they can't really see germs; the pictures on the poster are just for fun. Tell students to take the poster home to share with their families.

■ Ask students why we don't get sick all the time, with germs all around. Explain that there are several ways that our bodies protects us. Our skin helps keep out many germs. Demonstrate this concept with two apples. Break the skin of one apple by biting it. Lick the skin of the other one.

Distribute the **Apple, Apple** worksheet. Encourage students to try this experiment at home. Explain how to record their observations on the worksheet. *Or* students can record their observations of the class experiment on the worksheet.

Observe what happens over the next few days or week. (The bacteria in the mouth and air will contaminate the apple that you bit. The skin on the other apple will protect that apple from spoiling.)

After students observe the results of the experiment, emphasize the importance of washing cuts. Explain that a cut in the skin can allow germs in, so it is very important to keep a cut clean.

■ Distribute the **Jamal's Amazing Germ Facts** worksheet. Tell students to fill in the blanks on this worksheet to complete the three facts about germs. *Note:* You or classroom helpers may need to help students complete this activity.

Tell students to finish the worksheet by drawing a picture of one thing they can do to keep germs from spreading. Tell students that in the next lesson they will learn more about ways that we can help protect ourselves from illness.

## Evaluation

Evaluate students' work on the **Jamal's Amazing Germ Facts** worksheet for their ability to list three facts about germs and to illustrate a way to keep germs from spreading.

## Home/Family Involvement

Distribute the **Germ Smart** letter. Have students take this letter home with the *Germs Away!* activity poster and the **Apple, Apple** worksheet.

Encourage students to perform the Apple, Apple experiment at home.

## Follow-Up/Extension

Tell students that white blood cells are another important way that our bodies protect us. White blood cells try to surround and destroy germs that attack our cells.

Demonstrate this concept with vinegar and baking soda. Pour about a cup of white vinegar into a glass. Tell students the vinegar represents white blood cells. Drop in a teaspoon of baking soda. Tell students the baking soda represents germs. Compare the interaction between the vinegar and baking soda to the fight that the white blood cells put up against attackers.

## Suggested Resources

*Germ Smart: Children's Activities in Disease Prevention.* J. K. Scheer. Santa Cruz, CA: ETR Associates. A variety of activities help children understand basic disease prevention.

*I Don't Feel Good: A Guide to Childhood Complaints and Diseases*. J. W. Lammers. Santa Cruz, CA: ETR Associates. This practical handbook offers skills and information related to the care and prevention of common childhood illnesses.

Name ____________________

# Apple, Apple

*Directions:* Take a bite of one apple, breaking the skin. Lick the other apple, without breaking the skin. Set the apples where you can see them and watch what happens in the next three days. Use this chart to keep a record of what you see.

Date the experiment began: ____________________

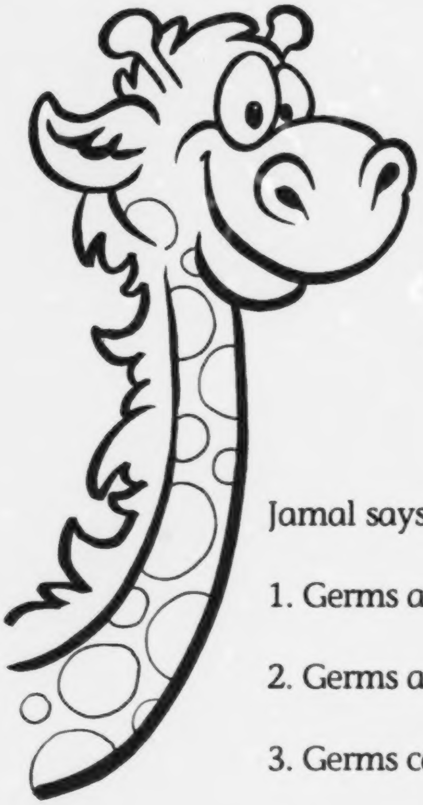
What happened?

Day 1 ____________________

Day 2 ____________________

Day 3 ____________________

Name ________________________________________



# Jamal's Amazing Germ Facts

*Directions:* Write the letters in the blanks to fill in three facts you've learned about germs. Then draw a picture that shows one way to keep germs from spreading.

Jamal says:

1. Germs are very s m ____ ____ ____ .
2. Germs are e v e r y w h ____ r ____ .
3. Germs can make us s ____ ____ k .

One way to stop germs from spreading:

**LETTER**

# Germ Smart

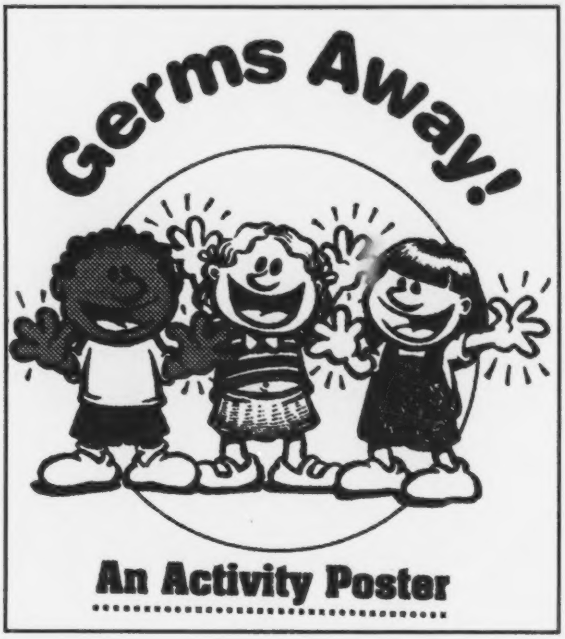
Date: ____________________

Dear Family:

Our class is learning about germs and how germs make us sick. Handwashing is one of the most effective ways to reduce the spread of germs and illness, including colds and flu. Your child has a *Germs Away!* activity poster to share with you. You can use the chart on the poster to encourage your children to wash their hands frequently.

Our class is also doing an experiment to help children understand how their skin protects them from dirt and disease and understand the importance of washing cuts and scrapes to keep germs out.

Your child has an **Apple, Apple** worksheet that explains the experiment. If you would like to duplicate this experiment at home, you will need two apples. Let your child bite one of the apples, breaking its skin. Have the child lick the other apple, without breaking its skin.



Then set the apples in a place where you and the child can observe them for a few days to see what happens. Children can note their observations on the worksheet.

Please let me know if you have any questions.

Sincerely,

____________________

# LESSON

# 18 The Wellness Connection

## Objective

Students will be able to differentiate between illnesses or health problems that are communicable and those that are not.

## Time

One class period.

## Overview

This lesson begins with more information on communicable diseases. Students review what they can do to help keep themselves from catching illnesses or passing them on to others.

A demonstration illustrates the concept of communicable and noncommunicable diseases. The lesson emphasizes that some conditions are not communicable and that we can take steps to avoid the spread of communicable diseases. Students also discuss the importance of being kind to people who are not feeling well.

## Integration

Science.

## Teacher Materials and Preparation

HAVE:
✓ **Being Healthy Feels Great!** poster from Lesson 10.

COPY:
✓ **You Can't Catch It** worksheet, one for each student.

MAKE:
✓ Two copies of **Body Outline**. Label them 1 and 2 or give them simple names, such as Pat and Chris.

REVIEW:
✓ **Can You Catch It? *Example*.**
✓ **You Can't Catch It *Key*.**

## Procedure

- Review key concepts from Lesson 17 about germs and how they spread illness and about how our skin protects us.

- Go over the daily health habits shown on the **Being Healthy Feels Great!** poster and listed in Lesson 10. Discuss how daily health habits

help prevent illness; i.e., if we practice these habits, we are less likely to get sick. However, everyone gets sick sometime, even people who are healthy.

Remind students that washing hands is an especially important habit. It helps keep us from getting or passing on a communicable (infectious) disease. Coughing and sneezing into our hands, into a tissue or away from other people can also help prevent the spread of illnesses.

- Post the **Body Outlines** on the board. Ask students to name some of the illnesses you've discussed that can be spread from one person to another (colds, flu, chicken pox). Write each of the illnesses on the board under one figure.

Ask students if they know of any other illnesses or things that make people not feel well. Add these responses to the list on the board under the first figure. Responses may include mumps, asthma, broken bones, HIV/AIDS, heart problems.

Remind students that germs cause some of these conditions and that germs can spread illnesses from one person to another. Review each of the items on the list. Ask students, "Can this condition be spread from one person to another?"

If the answer is yes, pin or tape a piece of yarn (or draw a line) from the name of that illness or condition to a point under the second figure. If the answer is no, make no line. Repeat this process for each item on the list. When completed, the diagram should resemble the **Can You Catch It? *Example***.

- Now ask students if they know ways to prevent any of the illnesses caused by germs from spreading. Review each of the illnesses that show a connection between the two body outlines. Ask students if they know any ways to keep from getting each of these illnesses.

For example: Ask students if they know ways to keep from getting colds. Remind them that washing hands and covering noses and mouths when we cough or sneeze can help prevent colds.

Tell students that since they know a way to prevent the spread of colds, you can take down the connection between the two body outlines. Remove the string or line between the word *cold* and the second figure. Repeat this process for each of the items that shows a line connecting the two body outlines.

Emphasize that when we know how an illness is spread, we know things we can do to avoid getting it. By the end of the discussion, all the lines that connect the illnesses from one figure to the other should be removed.

*Note:* In these discussions of illness, the question of HIV/AIDS may arise. Be sure to check local and state guidelines for teaching about HIV/AIDS.

If the subject comes up in the above discussion, and the following explanation is appropriate within your guidelines, explain that HIV/AIDS is an illness that is spread from one person to another. List the illness under the first figure, and make the connection to the second figure. Emphasize, however, that HIV/AIDS is very hard to catch.

Tell students that HIV (the virus that causes AIDS) is not spread in the ways colds or the other illnesses they've discussed are. This germ does not travel through air, dirt, water or food. Explain that HIV can only be spread from one person to another in blood or other body fluids.

Emphasize that we know how to prevent the spread of HIV/AIDS by avoiding unsafe behaviors. If the condition was listed on the board, remove the connection between the two body outlines.

(Adapted with permission from M. Quackenbush and S. Villarreal. *Does AIDS Hurt? Educating Young Children About AIDS*. Santa Cruz, CA: ETR Associates.)

- Discuss the importance of being kind to people who are sick. Tell students they need to know which illnesses are not catching (noncommunicable or noninfectious) or are very hard to catch (HIV/AIDS). They don't have to fear people with these problems or stay away from them (including people living with HIV/AIDS). We can hug and touch these people and show our caring in physical ways.

Ask students to think of ways they can be kind to people who have common illnesses that are easy to catch, like colds or chicken pox. Answers may include:

- call on the phone
- write a note
- draw a picture
- smile and wave through the window

■ Distribute the **You Can't Catch It** worksheet. Tell students to circle the pictures that show an illness or health problem that one person *cannot* get from another.

## Evaluation

Evaluate students' responses on the **You Can't Catch It** worksheet for their ability to tell the difference between communicable and noncommunicable diseases or conditions.

## Follow-Up Extension

Encourage interested students to talk with a person they know who has an illness or health problem that is not communicable to learn more about it. Ask students to share what they learn with the class.

Have students write notes or send pictures to someone they know who is sick.

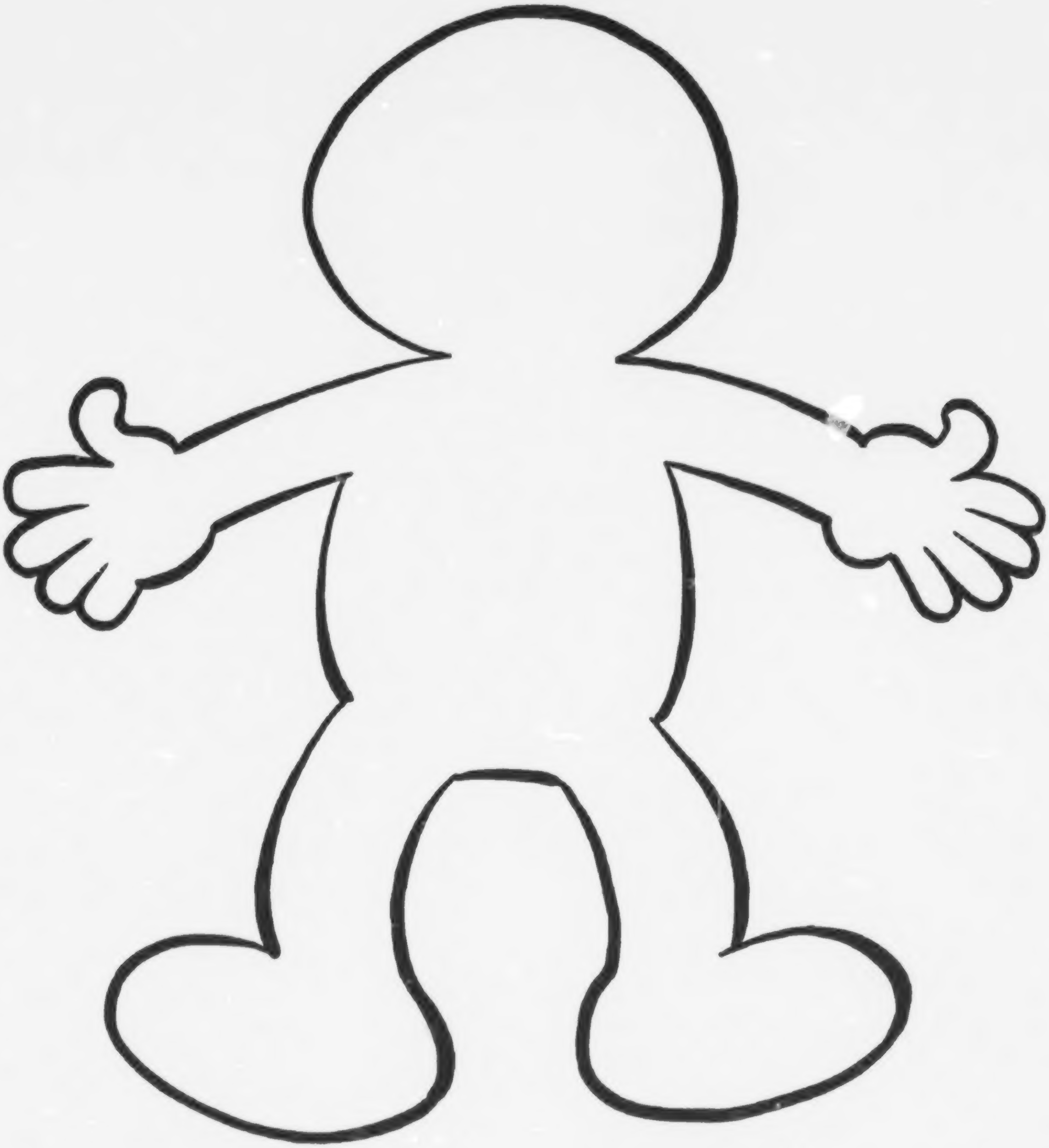
## Suggested Resources

*Does AIDS Hurt? Educating Young Children About AIDS.* M. Quackenbush and S. Villarreal. Santa Cruz, CA: ETR Associates. This excellent book provides the practical tools needed to discuss HIV/AIDS in a simple, age-appropriate manner.

*Talking with Your Child About AIDS.* Santa Cruz, CA: ETR Associates. This pamphlet, written to help and reassure parents, provides basic guidelines to follow when talking about any important topic, as well as specific advice and information about HIV/AIDS.

**TEACHER**

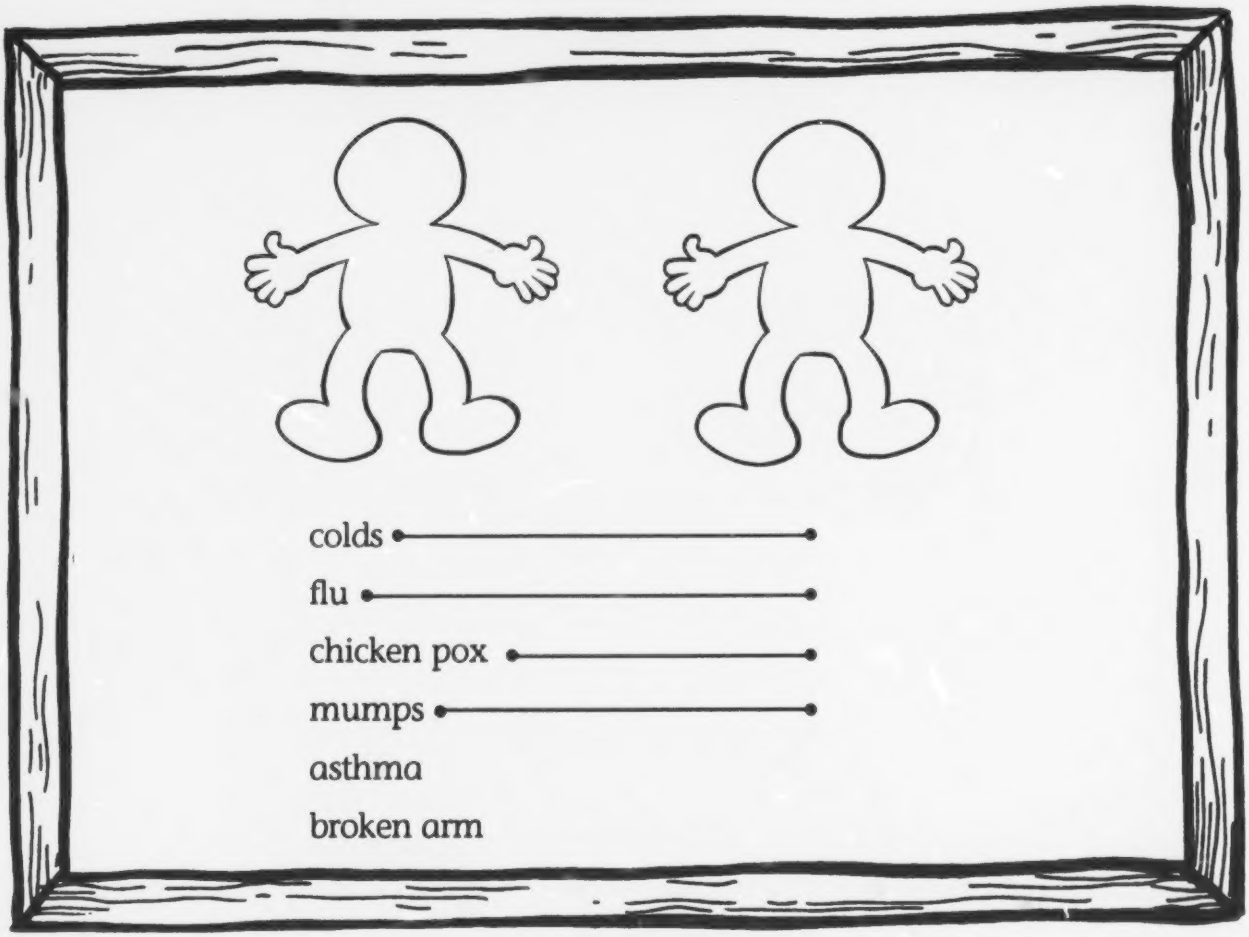
# Body Outline



**TEACHER**

# Can You Catch It?

*Example*

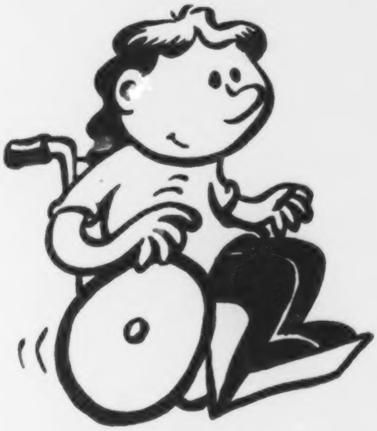


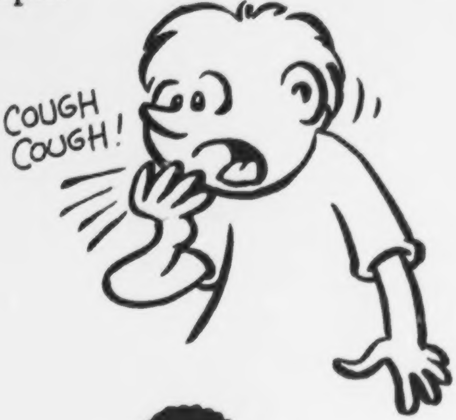
colds
flu
chicken pox
mumps
asthma
broken arm

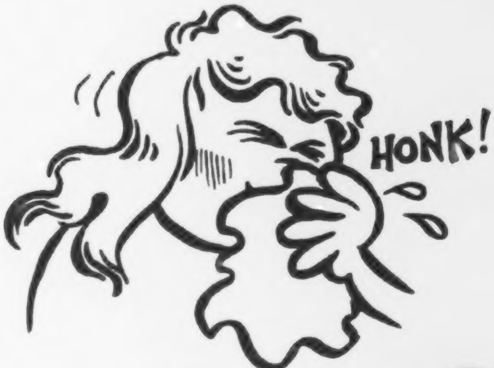
Name ______________________________________________

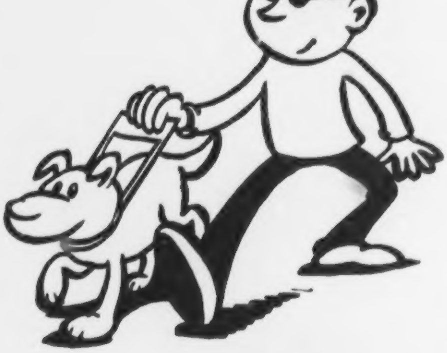
# You Can't Catch It

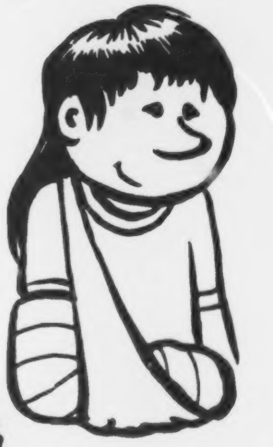
*Directions:* Draw a ring around the pictures that show illnesses or health problems that you *cannot* catch from other people.

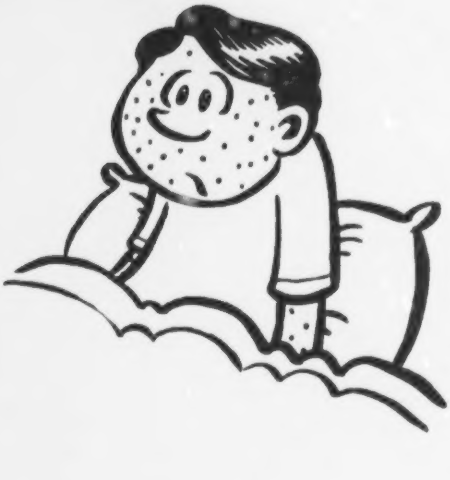










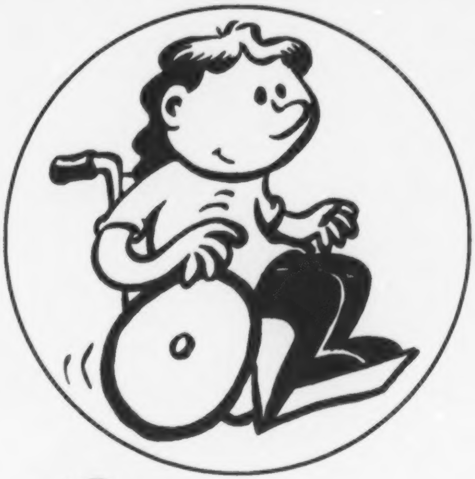


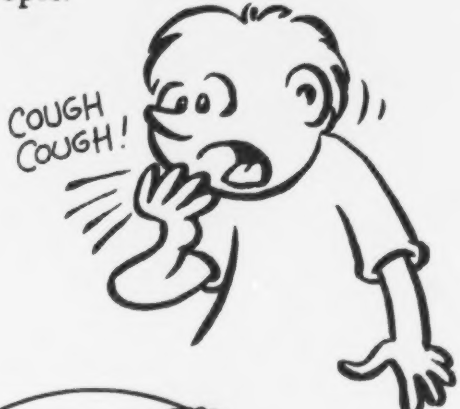
**TEACHER**

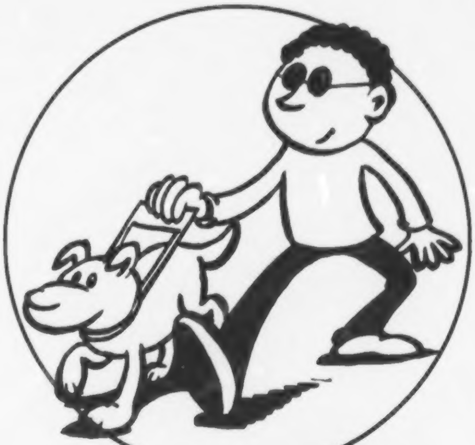
# You Can't Catch It

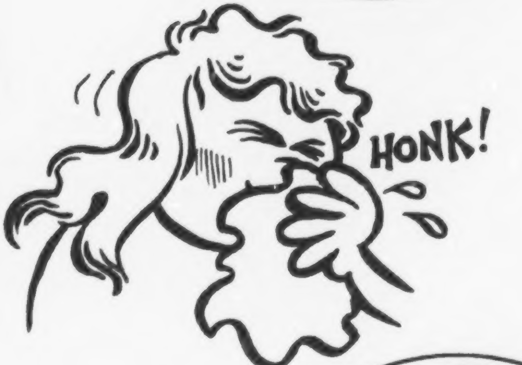
*Key*

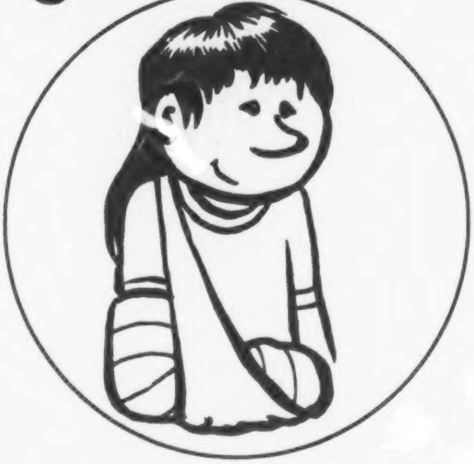
*Directions:* Draw a ring around the pictures that show illnesses or health problems that you *cannot* catch from other people.

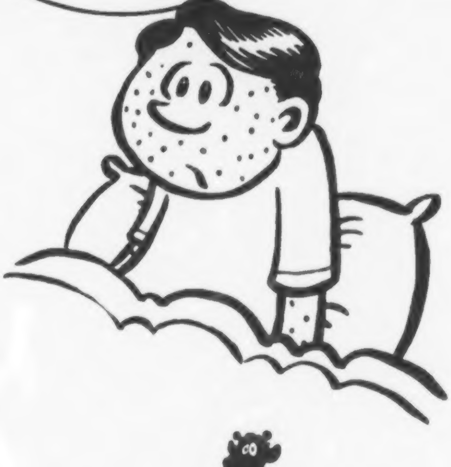



COUGH COUGH!









# UNIT V

# Keeping Myself Safe

# LESSON

# 19

# Big Kids on the Bus

## Objective

Students will be able to identify a rule for bus safety.

## Time

One class period.

## Overview

In kindergarten, most students were introduced to rules for getting to school safely. The first two lessons in **Unit V: Keeping Myself Safe** are designed to extend this knowledge so that students have a thorough understanding of the safety rules as they become more independent. These lessons focus on the two most common ways that students get to school—on the bus and on foot.

A bus driver should be invited to present the lesson on bus safety from the perspective of her or his experience and daily contact with students on the bus. This presentation will also help students become more aware of the many different people in the school and community who are concerned about their safety. (Health helpers will be discussed in more detail in Lesson 30.)

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

HAVE:

✓ Large (11" x 18") piece of yellow construction paper, one for each student (optional).

COPY:

✓ **I Am Safe on the Bus** worksheet, one for each student.

PREPARE:

✓ Invite a bus driver to speak to the class.

## Procedure

■ Ask for a show of hands to indicate how students get to school—on the school bus, on public transportation, on foot, by bike or by car. Tell students that the next two health classes will be about the two most common ways that children get to school: on the bus and on foot.

Suggest that this lesson is for big kids, children who are old enough and responsible enough to ride the bus.

*Note:* If you teach in an area where students don't ride school buses, discuss safety on public transportation instead. Address the lesson to the forms of transportation that are appropriate for your students.

■ Ask students for suggestions about how to be safe on the bus. List their responses on the board. Responses may include:

- Don't talk to the bus driver while the bus is moving.
- Wear safety belts if they are available.
- Sit down.
- Talk quietly.
- Watch for traffic when getting off and on the bus.

■ Tell students a bus driver will be speaking to the class. Ask them to think about questions to ask the bus driver. List their questions on the board. Questions may include the following:

- How did you (the bus driver) learn to drive that big bus safely?
- Do the children act safely on your bus routes?
- What would you like them to do better?
- Can you think of anything to add to the class list about bus safety?
- What do you like about being a bus driver?
- Do you have any experiences to share about safety and bus driving?

Share the class's questions with the bus driver during the driver's presentation.

■ After the presentation, distribute the **I Am Safe on the Bus** worksheet. Tell students to write about or draw a picture of something they learned from the driver about being safe on the bus.

## Evaluation

Assess students' work on the **I Am Safe on the Bus** worksheet for their ability to identify a bus safety rule. Depending on student ability, have them write thank-you notes to the bus driver, identifing a safety rule they learned.

## Follow-Up/Extension

Give students large (11" x 18") pieces of yellow construction paper, and let them draw big buses with faces in all the windows. Display buses on a bulletin board titled "This Is the Way We Get to School." Let walkers draw pictures of themselves walking to school for the display. Share student work with the bus driver as appropriate.

Name ______________________________

# I Am Safe on the Bus

*Directions:* Write about or draw a picture of something you learned from the bus driver about being safe on the bus.

The bus driver talked to our class about being safe on the bus.

I'm glad I learned about

LESSON

# 20 Watch How You Walk

## Objective

Students will be able to demonstrate how to cross safely at an intersection.

## Time

Two class periods.

## Overview

This lesson continues the review of basic safety skills related to getting to school that were introduced in kindergarten. Students practice pedestrian safety rules at a simulated intersection on the playground or at a nearby intersection.

*Note:* If the school is located near an intersection, you may want to practice there rather than at a simulated intersection. However, the simulation is more flexible and provides a safer learning tool. Whichever site you choose, the lesson does require a lot of preparation. Try to recruit volunteers to help you both prepare and present the lesson.

If you are unable to present the lesson as suggested, you may choose to draw the diagram on the board or present it on an overhead transparency. Present the same kinds of situations to students and ask them when it is safe to cross.

## Integration

Art, social studies.

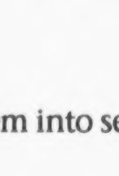
## Teacher Materials and Preparation

HAVE:
- ✓ Construction paper, one 8-1/2" x 11" piece for each student and eight additional pieces (for Traffic Lights).
- ✓ Yarn, one 18" piece for each student.

COPY:
- ✓ **Traffic Light** pattern, twelve copies. Divide them into sets of three.
- ✓ **Car** pattern, for about a third of the class.
- ✓ **Walker** pattern, for about a third of the class.
- ✓ **Watcher** pattern, for about a third of the class.

MAKE:
- ✓ Transparency or poster of **Safe Crossing**.

PREPARE:
- ✓ Ask for student or adult volunteers to help tape or draw the simulated intersection on the playground. See the **Safe Crossing** diagram. You may need to ask permission to block off part of the playground for this exercise. Try to schedule the exercise at a time other than recess.



✓ Ask classroom helpers to help students complete the **Traffic Light, Car, Walker** and **Watcher** patterns (optional).

✓ Arrange for classroom helpers to help you with the simulated crossing exercise (optional).

## Procedure

■ Ask students to remember the pedestrian safety rules they have been taught. Write student responses on the board. Possible responses include:

- Walk on the sidewalk.
- Walk facing the traffic if there is no sidewalk.
- Wear white at night.
- Cross at the crosswalk.
- Cross only when the light is green or the sign says walk.

■ Explain that students are going to practice what they know about crossing the street. Tell them practice will help them know what to do and not get confused at a real intersection.

Choose four students to be Traffic Lights. Give each of these students three copies of the **Traffic Light** pattern, three pieces of construction paper, art supplies and glue. Tell students to color one light red, one yellow and one green. Have them glue the lights to construction paper.

Divide the rest of the class into three groups—Cars, Walkers and Watchers. Tell students they will have a chance to play more than one role if they listen and watch carefully.

Distribute the **Car, Walker** and **Watcher** patterns, construction paper, art supplies, scissors and glue to the appropriate groups. Have students color their symbols and glue them to construction paper.

Distribute the yarn. Help students punch holes and thread the yarn through the holes, so the symbols can be worn around their necks.

- Show students the **Safe Crossing** diagram. Point out where students should stand to start the simulation. Tell Walkers that they will stand on one of the street corners. Tell the Cars that they drive on North, South, East or West streets. Tell the students they are to stop moving whenever you say freeze.

Tell the students who will be Traffic Lights that they will stand back to back in the middle of the intersection. Point out that one of the Traffic Lights will be facing each street.

- Take the class to the intersection you are using. Have students stand in a circle as you walk through the street diagram. Ask the Walkers to pick a corner to stand on and the Cars to pick a street to drive on.

Tell the Cars that they can make noises like cars and hold their hands as if they are driving but they must move slowly and they must go straight at the intersection. Show them where to go when they get to the end of a street to get to the end of another street and back to the intersection.

Help the Traffic Lights stand back to back. Have them hold their colored lights facing in toward them. Make sure that each pair knows which streets they are facing. Tell them you will call their street names to tell them to change the light.

- Begin with a trial simulation involving the Walkers. Tell the Traffic Lights facing North and South streets to turn red and the Traffic Lights facing East and West streets to turn green. Ask the Walkers on each corner whether they can cross safely. (The Walkers crossing North and South streets can.)

Direct the Traffic Lights facing East and West streets to turn yellow. Ask for a volunteer to explain how Walkers decide whether they can cross. (They legally can, but it could be unsafe.)

Direct the Traffic Lights facing East and West streets to turn red and the Traffic Lights facing North and South streets to turn green. When students understand the directions, begin the full simulation. Change

the Traffic Lights at differing intervals and at some point have all Traffic Lights turn red at the same time.

Call a freeze. Tell students you are going to change the rules and allow Cars to turn. Watch what happens. Call out freeze if turning Cars and Walkers get mixed up.

Ask the Watchers what the Walkers and Cars should do. Explain that the Walkers should wait if they see a Car turning while they are on the corner or as they are just beginning to cross. Tell the Cars to let the Walkers cross if they are in the crosswalk in the middle of the street. Walkers have the right of way when they are in the crosswalk.

Continue playing. Change roles depending on time available and students' interest.

## Evaluation

Observe students during the crossing simulation to assess their ability to cross the street safely.

## Follow-Up/Extension

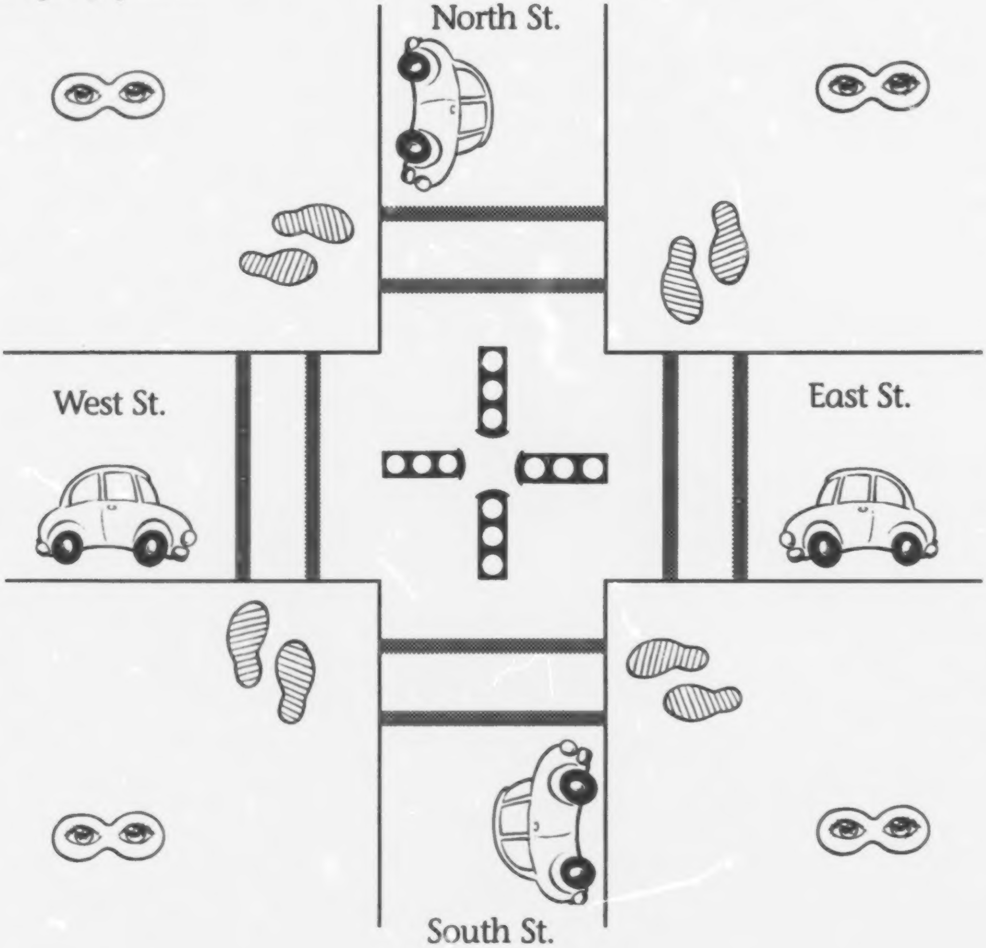
Have a poster contest. Have students pick a bus or pedestrian safety rule to illustrate. Hang the posters in the school hall until they are judged. Ask the visiting bus driver, an art teacher and a police officer (juvenile officer if possible) to help you judge the entries.

Award first, second and third prizes (and runners-up) for each category depending on the number and quality of posters. Contact town or city officials about posting the winning entries in the police department or town or city offices. Let the local media know about the contest.

**TEACHER**

# Safe Crossing

*Directions:* Outline an area on the school playground according to the pattern and dimensions on the following diagram. Use chalk, poster paint or water-based spray paint.



Streets are 10 feet wide and 15-20 feet long.

🚗 Cars start here.

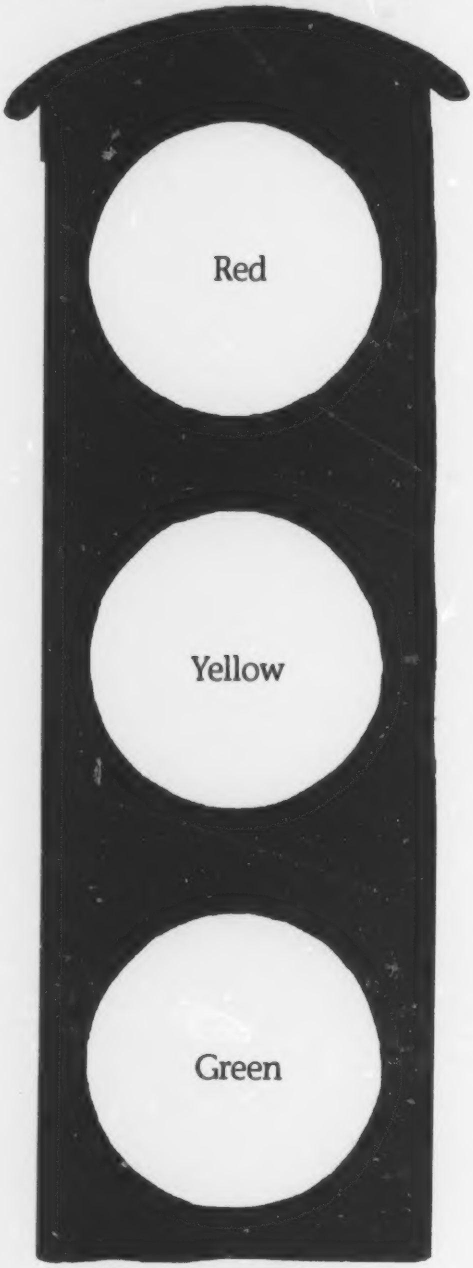
🚦 Traffic Lights stand here.

👣 Walkers start here.

👀 Watchers stand here.

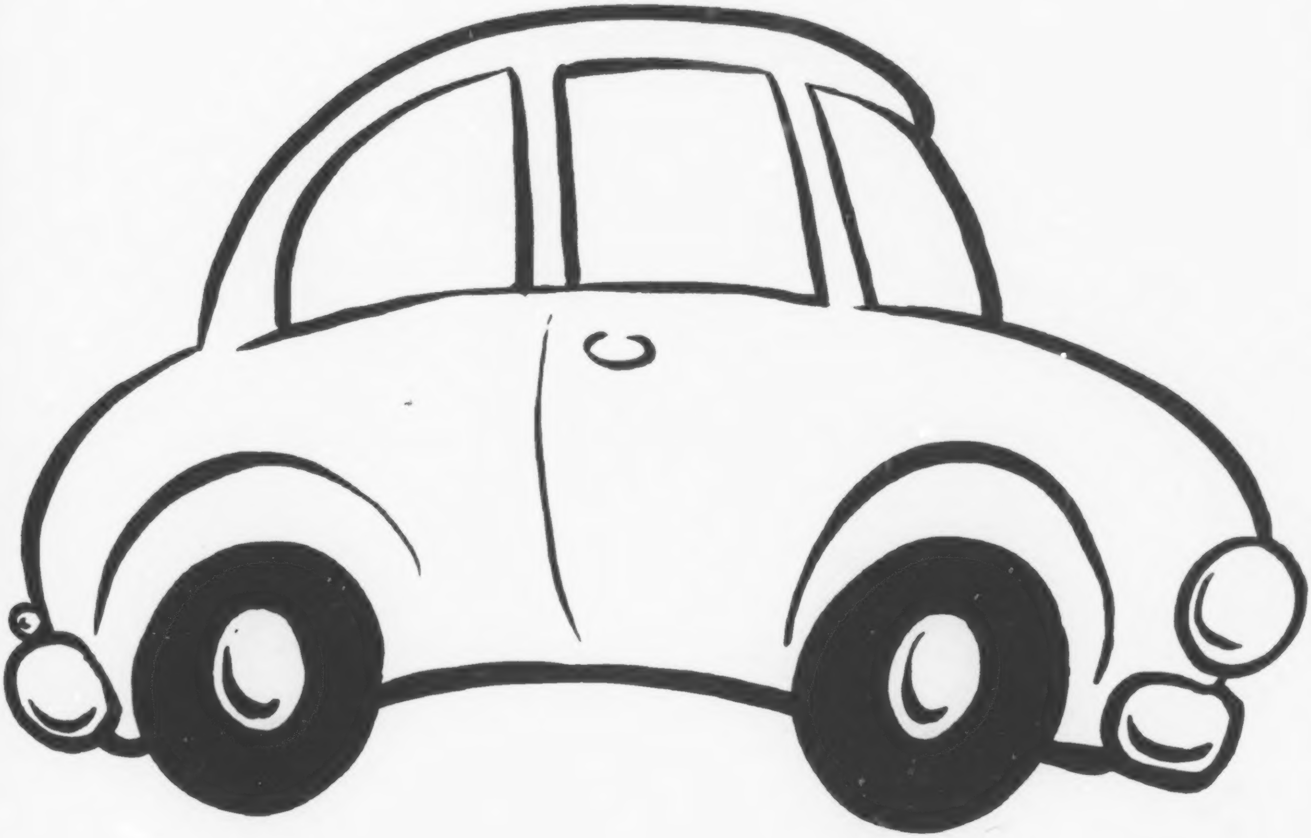
# Traffic Light

*Directions:* You will need three traffic lights. On the first one, color the top circle red. On the second one, color the middle circle yellow. On the third one, color the bottom circle green. Then paste each page on a piece of construction paper.



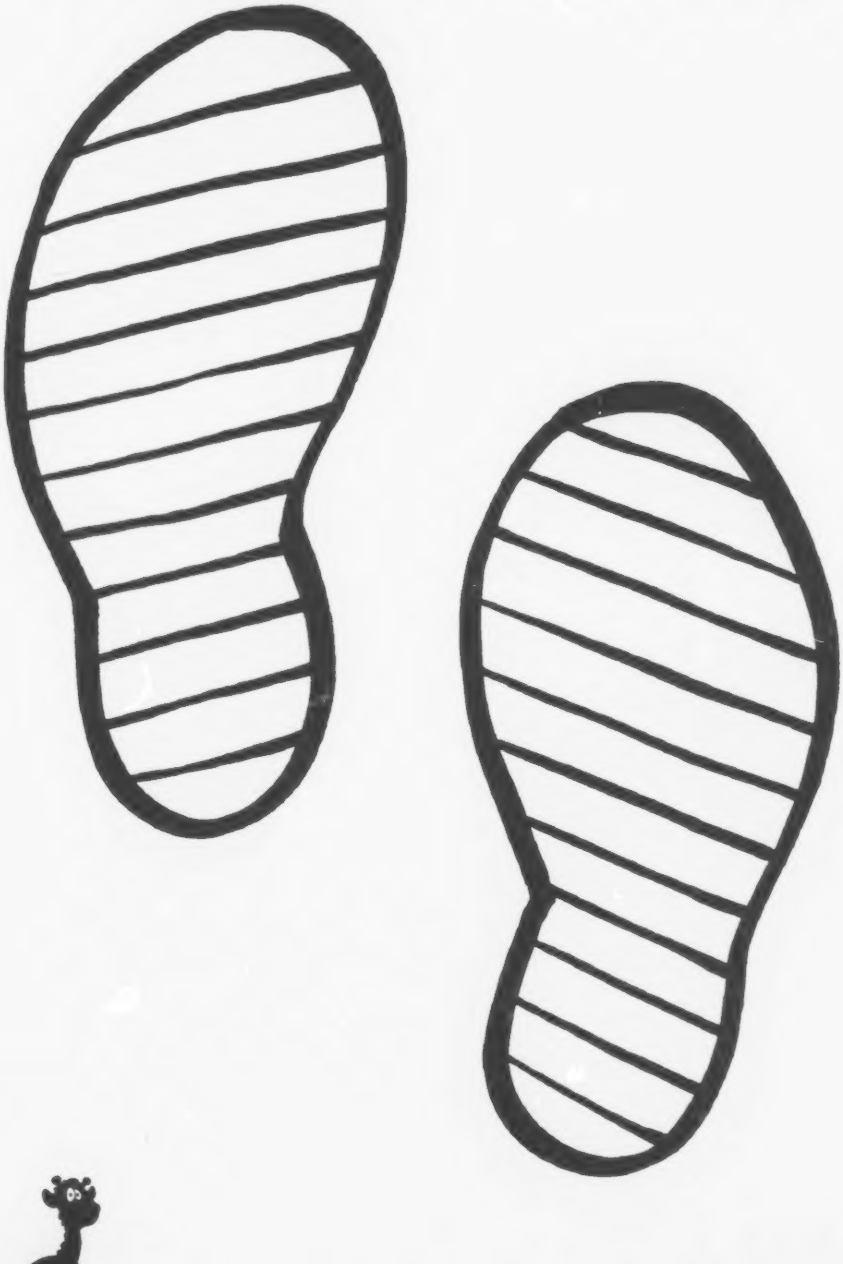
# Car

*Directions:* Color the picture. Paste this page on a piece of construction paper. Punch two holes in the paper. Tread a piece of yarn or string through the holes, so you can hang the picture around your neck.



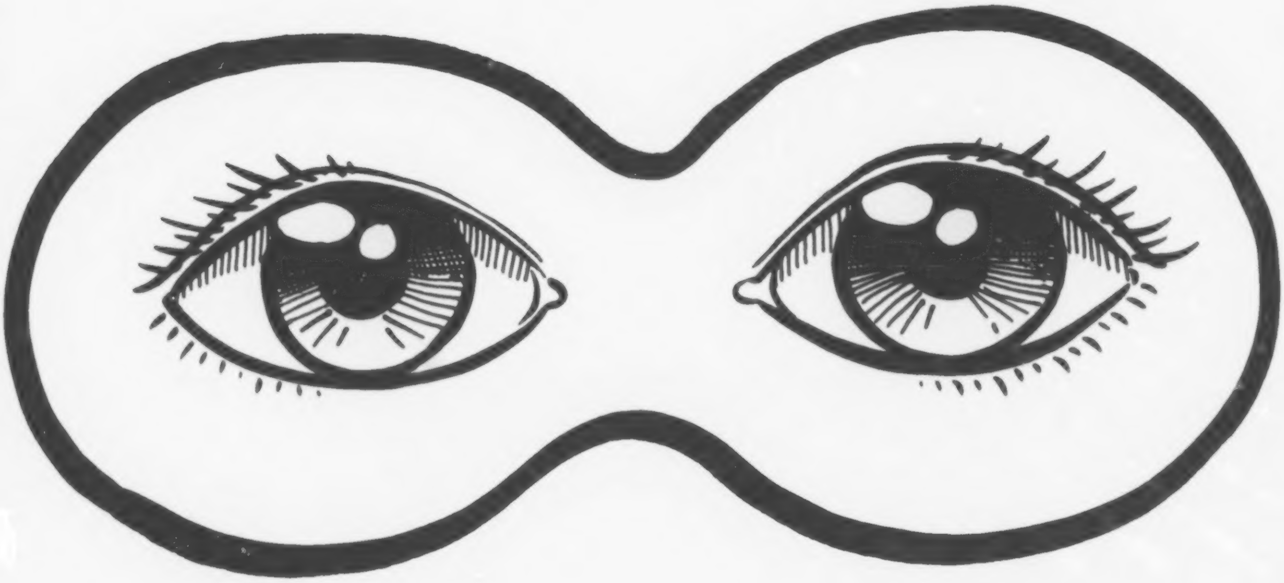
# Walker

*Directions:* Color the picture. Paste this page on a piece of construction paper. Punch two holes in the paper. Thread a piece of yarn or string through the holes, so you can hang the picture around your neck.



# Watcher

*Directions:* Color the picture. Paste this page on a piece of construction paper. Punch two holes in the paper. Tread a piece of yarn or string through the holes, so you can hang the picture around your neck.



## LESSON

## 21

# Sensible Senses

## Objective

Students will be able to identify a sensation that they like and dislike for each of the five senses.

## Time

One class period.

## Overview

This is a review lesson on the senses in preparation for two lessons on personal safety. The discussion of feelings associated with different senses in this lesson provides students with a concrete physical reference that will make it easier for them to understand confusing touches and emotions in the next lesson.

Students discuss things they like or don't like to touch, taste, smell, hear and see. They then draw pictures of some of these things.

## Integration

Art.

## Teacher Materials and Preparation

COPY:
✓ **My Five Senses** worksheets, one set for each student.

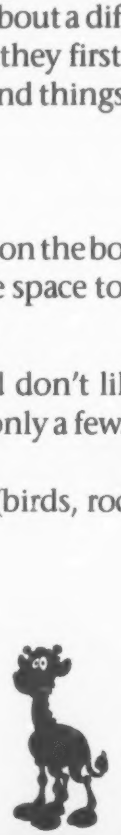
## Procedure

■ Remind students that they have been talking about how to keep themselves safe when riding a bus or walking along the street. Explain that for the next few lessons, they are going to talk about a different kind of safety—personal safety. Explain that to do that, they first need to be able to tell the difference between things they like and things they don't like.

■ Ask students to name the five senses. Write these on the board in large letters (HEAR, SEE, TOUCH, SMELL, TASTE). Leave space to write LIKE and DON'T LIKE and examples below each sense.

Ask students for examples of things they like and don't like for each sense. Encourage many examples, but write down only a few. Questions might include:

- What kinds of sounds do you like to hear? (birds, rock and roll, favorite story or poem)



- What kinds of sounds sound awful? (chalk squeaking on the board, siren, fireworks, somebody singing off key)

Point out the differences between things different students like and don't like. Tell students it's normal for people to like different things. Explain that what's important is knowing what we like and don't like and sticking up for our views.

■ Distribute the **My Five Senses** worksheets. Have students illustrate things they like. Tell students they can add these pages to their **Look at Me** booklets. Collect the worksheets and add them to students' **Look at Me** folders.

## Evaluation

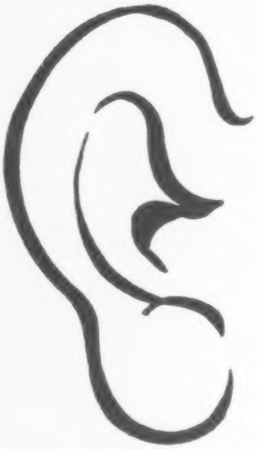
Assess students' responses in class discussion and on the **My Five Senses** worksheets for their ability to identify sensations that they like and dislike.

Name ______________________________________________

# My Five Senses

*Directions:* Draw a picture of something you like to hear.

I like to hear…

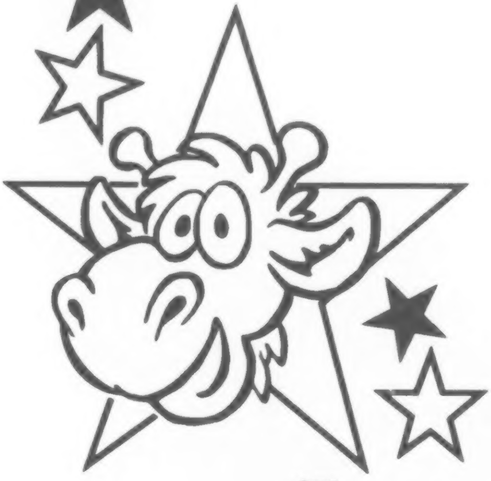


Name ______________________________

# My Five Senses

*Directions:* Draw a picture of something you like to see.

I like to see…

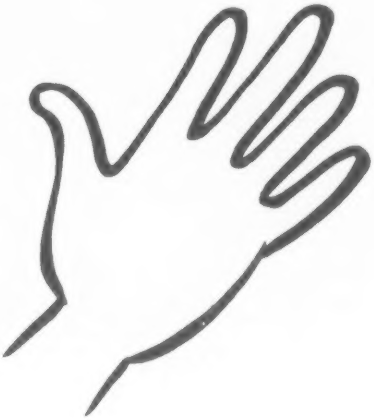


Name ______________________________

# My Five Senses

*Directions:* Draw a picture of something you like to touch.

I like to touch…

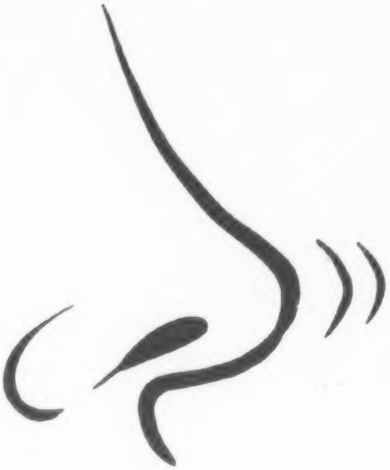


Name ________________________________

# My Five Senses

*Directions:* Draw a picture of something you like to smell.

I like to smell…

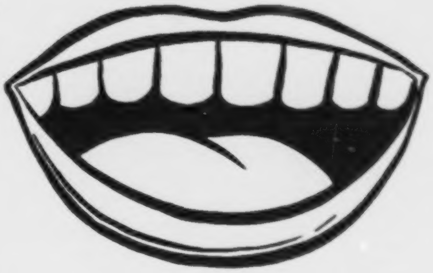


Name ______________________________

# My Five Senses

*Directions:* Draw a picture of something you like to taste.

I like to taste…



# LESSON

# 22

# Let's Talk About Touch

## Objective

Students will be able to classify touches as good, bad or mixed-up.

## Time

One class period.

## Overview

This lesson adds a personal, emotional dimension to the discussion of pleasant and unpleasant sensations in Lesson 21. It focuses on personal safety. Students learn that adults usually keep them safe but sometimes children have to know how to keep themselves safe. They also learn that occasionally adults or people who are bigger and stronger ask children to do things with them that they shouldn't.

Students identify and discuss their feelings in a variety of situations related to personal safety. They are introduced to steps they can take to protect themselves in situations that make them feel bad.

*Note:* The topic of personal safety may include sexual abuse prevention, a sensitive topic. Be sure to check school and district guidelines for teaching sensitive material. For additional guidelines, see **Sexual Abuse Prevention *Teacher Background Information*** in this lesson.

## Integration

Language arts.

## Teacher Materials and Preparation

COPY:
✓ **How Does It Feel?** worksheet, one for each student.

REVIEW:
✓ **Sexual Abuse Prevention *Teacher Background Information*.**
✓ **How Does It Feel? Sentences.**

## Procedure

■ Tell students that today's lesson is about keeping our bodies safe. Distribute the **How Does It Feel?** worksheet.

Point out the three columns on the worksheet. One is for good or happy feelings, one is for bad or sad feelings, and the middle one is for mixed-up feelings—part good and part bad or part happy and part sad.

Tell students you are going to read some sentences about different kinds of things that sometimes happen. After each sentence, you will ask them to think about how they would feel if that happened. If they would feel

good, they should circle the happy face. If they would feel bad, they should circle the sad face. If they're not sure how they would feel or if they think they would feel both good and bad, they should circle the mixed-up face.

Ask for examples of some things that students like. Explain that good things make us feel happy. For example: petting animals, hugging, wrestling, playing games like leap frog.

Explain that bad things that happen can make us feel scared, sad or trapped. For example: hitting, bullying.

Tell students that there are many things that don't feel all good or all bad, but are somewhere in between. Sometimes we may feel mixed up—funny, uncomfortable or nervous—about these things. We may feel this way when something happens that we know is not OK in our families or when we do not understand what is happening. Ask for a few examples of things that students sort of like but sort of don't like or things about which they can't decide how they feel (a teacher, a new style of clothing).

Read Sentence 1 of the **How Does It Feel? Sentences** to students. Allow time for students to mark their worksheets. Then ask for volunteers to explain which column they marked.

Read the remaining sentences to students. After each sentence, allow time for students to mark their worksheets.

As you proceed, discuss the responses from students willing to share. For example: Which face did you put a ring around? What made you decide to put a ring around that face? Emphasize that different people will react differently to many of the situations.

■ Ask students what they could do about the things that make them feel bad. Suggest that the first thing they could do is to say no. Then, if they don't feel safe, they should get away and tell someone an adult they can trust. Tell students they will get a chance to practice these actions in the next lesson.

## Evaluation

Assess students' responses on the **How Does It Feel?** worksheet and in class discussion for their ability to classify their reactions to different touch situations.

## Suggested Resources

*Touch and Sexual Abuse: How to Talk to Your Children.* Illusion Theater's Sexual Abuse Prevention Program. Santa Cruz, CA: ETR Associates. A pamphlet for adults on how to talk to children about sexual abuse.

*Touch Talk! What to Do If Someone Touches You and You Don't Like It.* E. Berg. Santa Cruz, CA: ETR Associates. A booklet about touch for children and adults to read together.

*When Sex Is the Subject: Attitudes and Answers for Young Children.* P. M. Wilson. Santa Cruz, CA: ETR Associates.

# Sexual Abuse Prevention

## Teacher Background Information

The lessons in this unit can be developed to include sexual abuse prevention topics. If your district has a sexual abuse prevention program, it can be used in conjunction with these lessons. Be sure to check state and local guidelines around the topic of sexual abuse prevention.

We have chosen to emphasize personal safety, helping students develop skills to avoid a variety of unsafe situations. Teachers can play an important role in educating children about sexual and other abuse prevention. However, this complex and emotional issue requires sensitivity and careful preparation.

### Important Preparation

Before talking with children about sexual or other child abuse prevention, be sure to familiarize yourself with state law and school policy for reporting sexual and other child abuse. Discuss your plans with school administrators, and be sure you have their support before beginning such a unit.

Identify your own feelings about sexual abuse to determine whether you are comfortable discussing this topic and whether you are capable of differentiating what you feel from what children may feel. If not, seek help from a school nurse or counselor or community resources.

Notify parents about the topic. Encourage parents to come in and talk with you about the unit and to discuss the subject with their children.

### Vocabulary

Use the following definition of sexual abuse when talking with children: *Sexual abuse is when a person touches a child for other than health reasons in a way or place that makes the child feel uncomfortable or confused.*

Children's knowledge of the correct terminology for body parts is an important element of sexual abuse prevention education. Use the correct terminology if this is acceptable in your school and district. Such terminology is also an important part of developing a positive body image (see Lesson 2).

However, if sexual body parts are only discussed in the context of sexual abuse, children may erroneously attach a negative connotation to them. Another way to handle this is to use words such as *private parts* or *parts underneath the bathing suit.*

### Explanation of Sexual Abuse

Sexual abuse has to be carefully explained. Most children will not be abused, and we don't want children to lose their trust in most adults. But children need to learn that there are situations in which they have the right to protect themselves even when adults are around.

One way to explain this concept is to say that occasionally adults and people who are bigger and stronger than children ask children to do things that they shouldn't. These people often have trouble making friends with other adults. (See the following section for Facts About Sexual Abuse.)

Children need to know that sexual abuse is not their fault. They also need to know that they have the right to say no to confusing and unwanted touches; however, if they can't or don't say no, the problem still is not their fault.

### Disclosure

Occasionally, following a classroom discussion, a child will disclose that she or he has been sexually abused. If this happens, you should

- listen carefully and question only to clarify
- praise the child for telling someone about his or her concern
- encourage the child to talk to her or his parent (unless the abuse involves the parent)
- indicate that you believe what the child is telling you
- reassure the child that it is not his or her fault
- ***follow district policy and state laws regarding reporting the disclosure*** to the school nurse or another specified individual

### Facts About Sexual Abuse

- The average age of the victim is six to eight years.
- It is estimated that one out of four girls and one out of eleven boys are sexually abused. In a class of 28 children with an equal number

of girls and boys, this means that three to four girls and two boys may have been abused.

- Offenders can be teenagers or adults of any age.
- More than 85 percent of the offenders are male.
- Abuse occurs most often in the home of the child or the abuser.
- The majority of sexual offenders are friendly and familiar to the child, not strangers. Children need to watch for behaviors rather than specific people.
- Experts describe sexual abuse as a sexual expression of nonsexual needs, i.e, need for acceptance, mastery or control. Many consider it to be an abuse of power, in which someone takes advantage of the imbalance of power, knowledge and resources that normally exists between adults and children (Tshirhart-Sanford, 1980).
- Offenders usually function normally except for difficulty with interpersonal relationships. They often ask children to be friends because they have trouble making friends their own age.
- Offenders most often try to get children to comply by seducing them with "shared secrets" and "special relationships."

### *Behavior Symptoms*

Students' behavior can indicate problems at home, including child or sexual abuse or divorce, as well as substance abuse. The following symptoms may indicate a child is in trouble:

- drop in grades and effort at school
- frequent complaints of physical symptoms, such as headache or stomach-ache, with no apparent illness
- change in mood—a cheerful child stops smiling or a quiet child becomes rude and loud
- withdrawal from friends and classmates
- increased irritability or aggressive behavior
- obsession with or detailed knowledge of a topic such as sexual abuse or drugs

### *Contacting Parents*

If a student exhibits one or more of these behaviors, contact the parents or family and share your concern. If the family identifies a problem that

may be causing these changes in behavior, talk with the student. You may want to suggest that the child talk to a counselor.

If family members do not have an explanation for the behavior, and the signs continue, talk with the student privately. Let him or her know that you have noticed a change. Ask if he or she is upset about something and would like to talk about any problems or concerns.

Follow school policy in reporting or referring students' problems, including sexual or substance abuse. Ask the guidance counselor, substance abuse counselor or school nurse for assistance.

### Reference

Tshirhart-Sanford, L. 1980. *Silent Children: A Parent's Guide to the Prevention of Child Sexual Abuse.* New York: Doubleday.

**TEACHER**

# How Does It Feel? Sentences

*Directions:* Read the following sentences to students. After each sentence, ask students "How would you feel if this happened?" Allow students time to put a ring around the face that shows how they would feel.

1. A big kid yells at you to get off the swing in the playground.
2. You are feeling sad and a friend takes your hand.
3. Someone you don't like wants to hold your hand.
4. An aunt gives you a hug and squeezes too hard.
5. When you get back from spending the night at a friend's house, your dad gives you a kiss.
6. You are fooling around, and your mother tickles you.
7. You are fooling around, and your mother doesn't stop tickling you when you really want her to.
8. Your babysitter sits on your bed and reads you a story.
9. Your brother puts an ice cube down your back when you are watching TV.
10. You are having a medical check-up and your doctor examines all parts of your body.
11. A stranger asks you to come with him to help him find his kitten.
12. Your mother or father helps you take a bath and dries you off.

Name ____________________________________________

# How Does It Feel?

| | *Good* | *Mixed-Up* | *Bad* |
|---|---|---|---|
| 1. | 🙂 | 😕 | 🙁 |
| 2. | 🙂 | 😕 | 🙁 |
| 3. | 🙂 | 😕 | 🙁 |
| 4. | 🙂 | 😕 | 🙁 |
| 5. | 🙂 | 😕 | 🙁 |
| 6. | 🙂 | 😕 | 🙁 |
| 7. | 🙂 | 😕 | 🙁 |
| 8. | 🙂 | 😕 | 🙁 |
| 9. | 🙂 | 😕 | 🙁 |
| 10. | 🙂 | 😕 | 🙁 |
| 11. | 🙂 | 😕 | 🙁 |
| 12. | 🙂 | 😕 | 🙁 |

## LESSON

## 23

# Say No, Get Away, Tell Someone

## Objective

Students will be able to list three steps to personal safety.

## Time

One class period.

## Overview

During this lesson, students learn to act to keep themselves safe in unpleasant or threatening situations. They practice three steps to personal safety: say no, get away, and tell someone.

# Teacher Materials and Preparation

COPY:

✓ **My Personal Safety** worksheet, one for each student.
✓ **Family Personal Safety** letter, one for each student.

MAKE:

✓ Transparency or poster of **Three Steps to Personal Safety.**

# Procedure

■ Remind students of the very first lessons in the health curriculum about how special they are. Emphasize that everyone is special and deserves to be safe and happy.

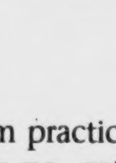
Review the following concepts:

- It is important to be able to describe how situations feel to us.
- Adults often keep us safe, but sometimes we need to know how to keep ourselves safe when a trusted adult is not present or if an adult asks us to do something that makes us feel uncomfortable or mixed-up.

■ Tell students that today's lesson will help them practice the three steps they can use to keep themselves safe—say no, get away, tell someone. Tell them they can use the steps whenever they are asked to do something that they don't feel is safe. Show students the **Three Steps to Personal Safety** transparency or poster, and review each of the steps.

Step 1 is to say no. Use sample situations that students marked as bad or mixed-up on the **How Does It Feel?** worksheet in Lesson 22 to illustrate this step. Ask students for suggestions about how they could say no. Possible responses include:

- Not right now.
- I don't feel like it.
- Thanks anyway.



- I am not allowed to do that.
- I'm not supposed to answer questions like that.

Write students' responses on the board under the title "How to Say No."

Tell students it's important to say no in a convincing way, a way that shows you mean it. Demonstrate with one of the phrases. Look down at the floor and speak softly. Then look a student in the eye and speak clearly. Ask students which way is more convincing. Ask students what other suggestions they have to show you mean what you're saying (speak loudly, frown, lean forward).

■ Group students in pairs. Tell them to practice saying the word *no* or the phrases on the "How to Say No" chart. Then ask for volunteers to demonstrate saying no for the class. Evaluate the strength of these statements as a class.

Help volunteers improve their statements, if needed, so they all feel successful. Compliment students on their efforts in practicing this skill, especially the volunteers who were brave enough to try saying no in front of the class.

Discuss what might happen when you say no to someone. The person you say no to might

- stop what he or she is doing that is bothering you, at least temporarily
- not try it again
- try to persuade you to change your mind
- apologize (some people may not know they are making you feel uncomfortable)

Usually, the person will leave you alone or you will have an opportunity to get away. Move on to the next step—get away.

■ Ask students if Step 2, get away, might be easier than saying no in some situations. Ask students for examples of ways to get away. Possible responses include:

- Get off someone's lap.
- Pull away.
- Leave the room.
- Run down the street.

Write students' suggestions on the board under the title "How to Get Away."

■ Tell students that Step 3, tell someone, can be a difficult step. Discuss the thoughts and feelings that students might have about telling someone when they feel bad or mixed-up. Examples include:

- They may think they are safe now.
- They probably didn't like feeling confused or uncomfortable and would rather not think about it again.
- They may wonder if it was their fault—did they do something that made the person act that way?
- They may convince themselves that it won't ever happen again.

Point out that telling someone is a very important step, because the person you tell can help prevent that action or event from happening again. Ask students to suggest some people they might tell. Responses could include a parent, a teacher, other family members, an adult who cares about you.

Encourage students to keep telling other people until someone listens and does something about the situation. Assure students that you or the school counselor will listen to them if they need to talk. Ask them to talk to you after class when you can be private. *Note:* In most states, teachers are required to report this information to appropriate governing agencies.

Go over all three steps. Have students repeat them together several times. Ask for volunteers to list them individually.

Acknowledge that each of the three steps can be difficult for children. Be sure students understand that they have the right to protect themselves. However, they are not to blame if they are unable to protect themselves from bad things that happen.

- Distribute the **My Personal Safety** worksheet. Tell students to write the three steps on the worksheet. Encourage students to use the picture hints on the worksheet to remind them of the steps.

Let students take their worksheets home. Check the next day to see who can remember the three steps.

## Evaluation

Observe students' ability to complete the **My Personal Safety** worksheet and to recite the three steps for personal safety the following day.

## Home/Family Involvement

Distribute the **Family Personal Safety** letter. Tell students to take this letter home to their families. Emphasize that the information is private and students do not have to return the letter to class.

Discuss the importance of knowing adults we can trust and knowing where to go or whom to talk to when we need help. Point out that having this information and knowing the three steps to personal safety helps us keep ourselves safe.

Check that students have completed the assignment in one of the following ways:

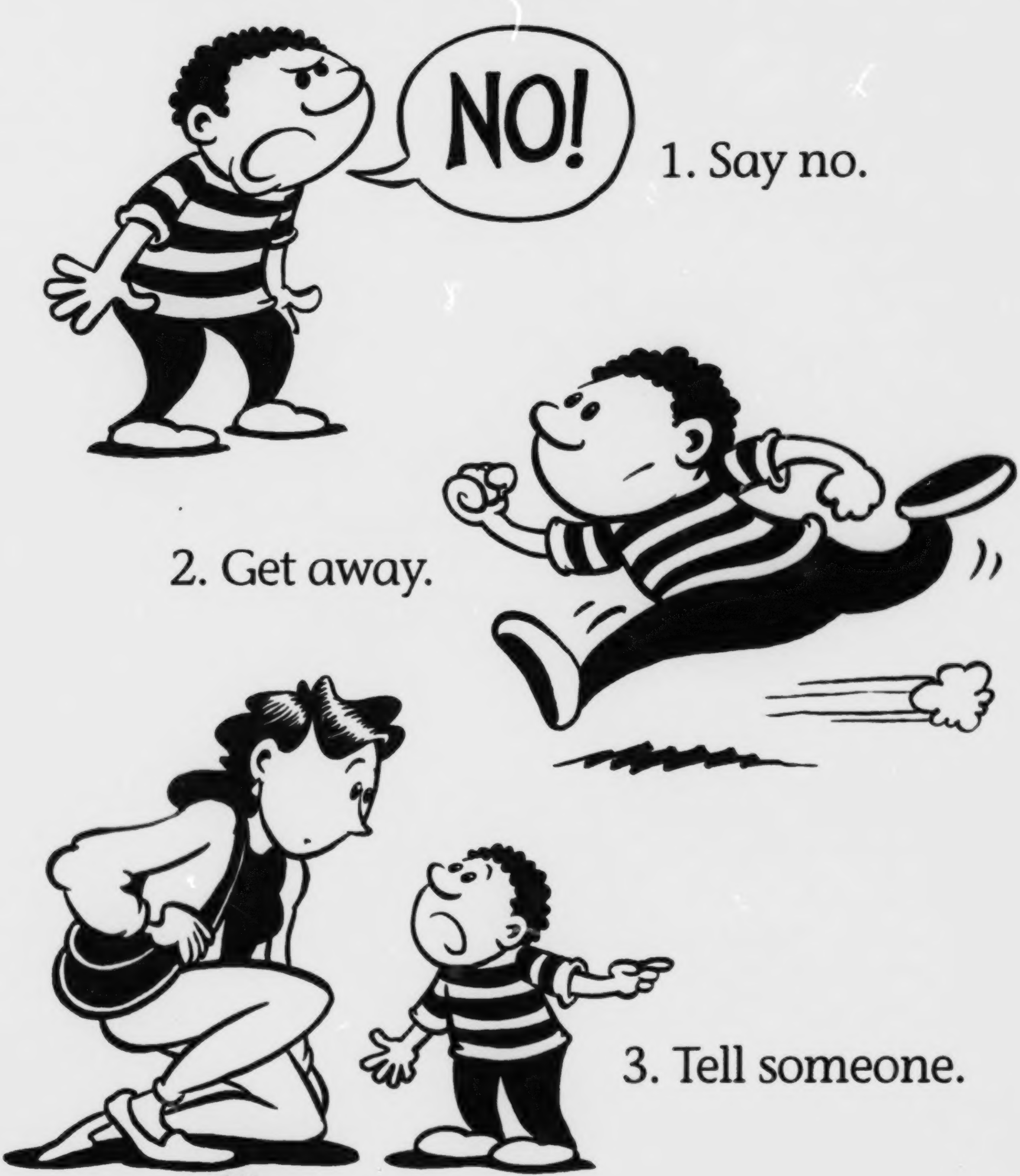
- Use a separate slip for parents or family members to sign and return saying the assignment was completed.
- Ask for an informal show of hands.
- Discuss the safety concepts included in the questionnaire with no names mentioned—e.g., It's OK for me to get in the car with someone whom my parents have told me about in advance.

## Suggested Resources

*STOP It! What to Do If Someone Touches You and You Don't Like It.* E. Berg. Santa Cruz, CA: ETR Associates. A booklet for children and adults to read together. Teaches children to trust their feelings about touch.

**TEACHER**

# Three Steps to Personal Safety



1. Say no.

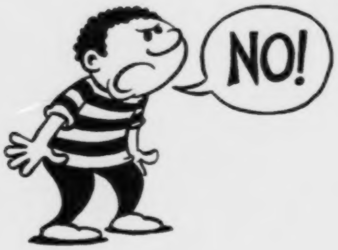
2. Get away.

3. Tell someone.

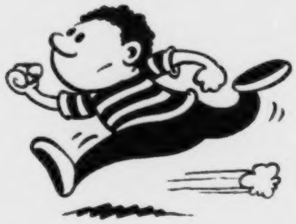
Name ____________________

# My Personal Safety

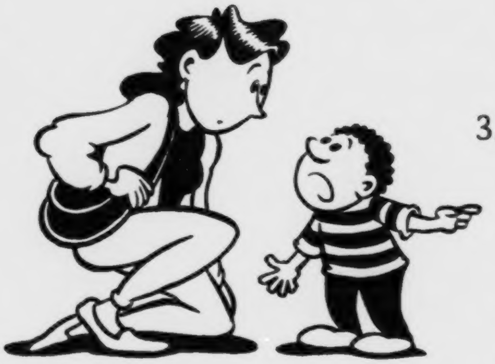
*Directions:* Write the three steps to personal safety next to the drawings.



1. ____________________



2. ____________________



3. ____________________

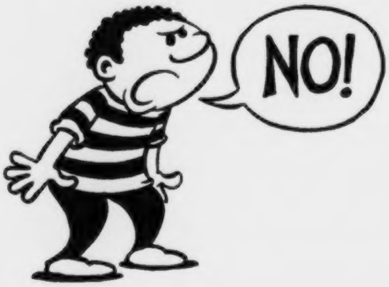
**LETTER**

# Family Personal Safety

Date: ______________________

Dear Family:

Our class is talking about general rules for personal safety. We have emphasized three steps that children can take to help protect themselves in situations that feel bad or confusing:



- Say no.
- Get away.
- Tell someone.

Please discuss your own family rules about personal safety. You may want to complete the sentences and lists with your child. This information is private. Your child does not need to return this questionnaire to school.

Sincerely,

______________________

**LETTER**

*Family Personal Safety (continued)*

1. It is OK to get into a car with ______________________________

______________________________________________

2. If I am home alone, it is OK to let these people in:

______________________________________________

______________________________________________

______________________________________________

______________________________________________.

3. If I am alone and I need help, I can call ____________________.

4. I can talk to these people when I am in a public place alone:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

5. If I am home alone and someone wants to know where you are or when you will be back, I can tell them ____________________

______________________________________________.

6. Another personal safety rule I need to know is ______________

______________________________________________

______________________________________________.

# UNIT VI

# No Drugs for Me

XXX
WHISKEY
MASTER BREW
BEER

# LESSON 24

# Helpful or Harmful?

## Objective

Students will be able to differentiate between helpful and harmful substances.

## Time

One class period.

## Overview

A general discussion about helpful and harmful substances introduces **Unit VI: No Drugs for Me.** This approach helps students understand the relationships among poisons, medicines, other drugs, foods, etc., and sets the stage for the discussion of proper uses of medicine in second grade.

Students learn that helpful substances can become harmful when used in the wrong amount or in the wrong way. They also learn that some substances are always harmful to children, such as drugs that are not medicines.

To begin the lesson, students discuss some helpful substances. They consider how these substances could become harmful and then complete a worksheet about helpful and harmful substances.

## Integration

Art, language arts.

## Teacher Materials and Preparation

HAVE:
✓ Grape juice, a small amount.
✓ A small glass.
✓ Old T-shirt or handkerchief.
✓ Scissors and glue for students.

COPY:
✓ **Is It Helpful or Harmful?** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Helpful or Harmful Substances.**

## Procedure

■ Tell students that today they will be learning about some things that can be helpful or harmful. These things are substances such as foods, medicines, other drugs and household cleaners. Explain that *substance*

means the material in things—things that you can see, touch, smell or taste.

Add that helpful substances are things that help us take care of ourselves and our homes and do our work. Harmful substances are things that can hurt us or make us sick.

■ Show students the **Helpful or Harmful Substances** transparency or poster. Ask them to name the helpful substances shown on the top half. Ask students if they can name some more helpful substances. Ask how the substances are helpful. Add students' responses to the transparency or poster or write them on the board. Possible responses include:

- food—provides things (nutrients) our bodies need to grow and stay healthy
- household cleaners—help clean things or keep things working
- medicines—help us get well

Point out that substances such as these are usually considered helpful. However, sometimes these substances can be harmful. Explain that a substance can be harmful if we use too much of it or use it in the wrong way.

Use grape juice to demonstrate this concept. Pour some grape juice into a glass and drink it. Ask students whether grape juice is a helpful substance when used this way. Why or why not? Then pour a little grape juice on an old T-shirt or handkerchief. Ask students if the juice is helpful or harmful now.

Direct students' attention to the "Harmful" section of the transparency or poster. Encourage students to explain how the helpful substances became harmful. Ask students if they can think of other situations when helpful substances become harmful. Possible responses include:

- Food can be harmful if we eat too much. It can make us sick or unhealthy.
- Food can be harmful to clothes or furniture. It can stain clothes or make marks on furniture.
- Paint can be harmful if we spill it on furniture or smear it on our clothes.

- Household cleaners can be harmful if they are eaten or if their fumes are inhaled.
- Medicine can be harmful if we take too much, take the wrong kind or take someone else's medicine.

Ask students to think about what changes these substances from being helpful to being harmful (if we use too much or too little, use a substance the wrong way, or use it without knowing what it is).

Tell students that some harmful substances are poisons. Students will be learning more about poisons in the next lesson.

■ Explain that many substances can be helpful *or* harmful, but some things are *always* harmful. Children should never use these substances. Substances children should never use include drugs that are not medicine, such as tobacco and alcohol. Tell students they will be learning more about these harmful substances during the next few lessons.

■ Distribute the **Is It Helpful or Harmful?** worksheet. Tell students to cut out the pictures at the bottom of the worksheet. Tell them to glue the pictures that show helpful substances in the boxes below the Helpful title (with Jamal's happy face). Tell them to glue the pictures of harmful substances in the boxes below the Harmful title (with Jamal's sad face).

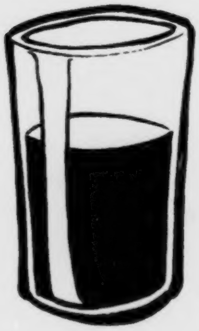
## Evaluation

Assess students' work on the **Is It Helpful or Harmful?** worksheet and their participation in class discussion for their ability to differentiate between helpful and harmful substances.

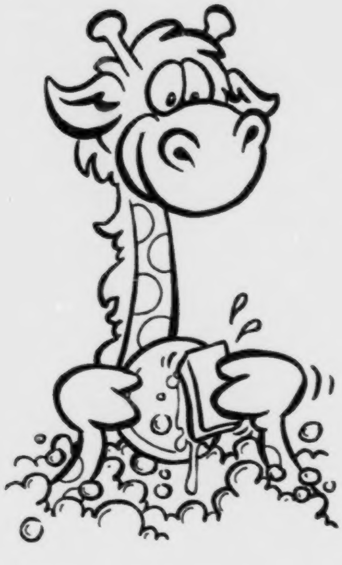
**TEACHER**

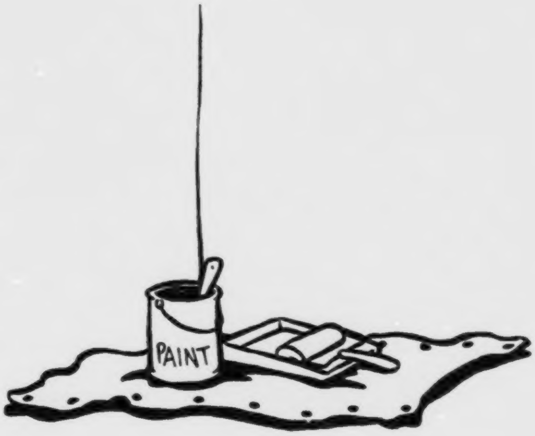
# Helpful or Harmful Substances

## *Helpful*

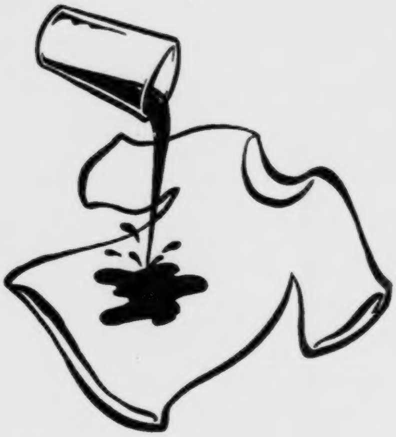


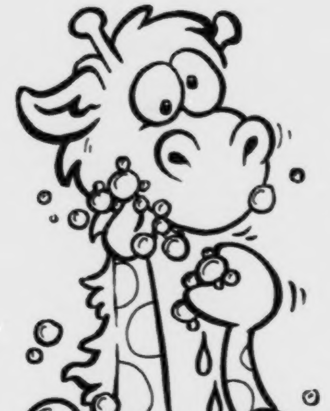
grape juice

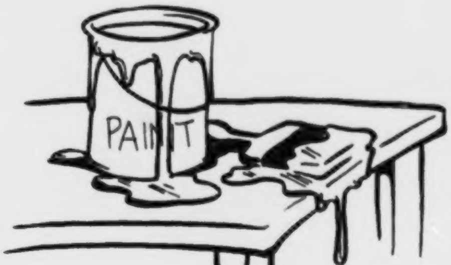




## *Harmful*







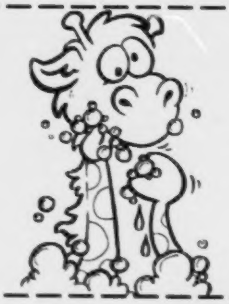
Name ______________________________________________

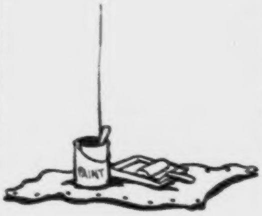
# Is It Helpful or Harmful?

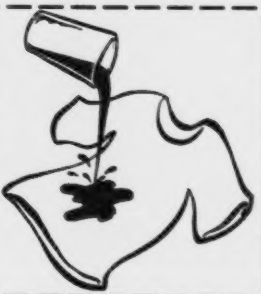
*Directions:* Cut out the pictures at the bottom of the page. Glue the pictures of the helpful substances in the boxes under the word *Helpful.* Glue the pictures of the harmful substances in the boxes under the word *Harmful.*

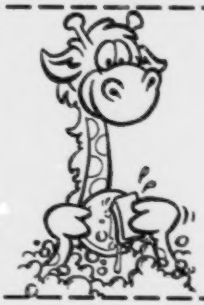
***Helpful***

***Harmful***









## LESSON

## 25

# Poison Alert!

## Objective

Students will be able to illustrate ways to prevent accidental poisonings.

Students will be able to demonstrate how to obtain help in an emergency.

## Time

Two class periods.

## Overview

Eighty-five percent of poisonings are accidental. They occur when substances are used or stored improperly and children do not recognize substances that are harmful. Poisonings contribute to the total number of unintentional injuries, the leading cause of death among children ages one to fourteen.

The lesson begins with a definition of poison. Students then identify which of the substances discussed in Lesson 24 are poisons. They learn how to help prevent accidental poisonings in their own homes and practice reporting a poisoning. They then design labels to mark poisons.

## Integration

Math, social studies.

## Teacher Materials and Preparation

HAVE:

- ✓ **I Need Help!** an *Actions for Health* poster. (See example on teacher page.)
- ✓ **Helpful or Harmful Substances** transparency or poster, from Lesson 24.
- ✓ Play telephones or rectangular blocks that can be used as phone receivers, one for each student (or enough for students to share in small groups).
- ✓ Drawing paper, one piece for each student.
- ✓ Art supplies (crayons or markers) for students.

COPY:

- ✓ **Phone for Help!** worksheet, one for each student.
- ✓ **Safety Picture** worksheet, one for each student.
- ✓ **Safety at Home** letter, one for each student.

MAKE:

- ✓ Transparency or poster of **Poison Prevention Rules.**
- ✓ Transparency or poster of **Danger! Keep Away!**

PREPARE:

- ✓ Look up phone numbers for agencies that handle poison emergen-

cies—the local Poison Control Center, ambulance, hospital, etc.

✓ Arrange for classroom helpers—adults or older students.

## Procedure

■ Define *poison*. Tell students a poison is a substance that is harmful to humans or other living things when taken into the body by eating, drinking, breathing or through the skin.

Review the lists of helpful and harmful substances from Lesson 24. Ask students if any of these harmful substances fit the definition of a poison. Explain that poisons can make people very sick and even kill them.

Ask students to name some other things that are poisons. Responses may include household cleaners, gasoline, and garden products such as weed and insect killers and fertilizers. Add that many plants are also poisonous.

Ask students how they can tell if something is poison. Explain that they won't always be able to tell. Emphasize that children should always ask an adult whether it's safe to eat or drink or even smell any new substance or anything they're not sure about.

■ Ask students to suggest some ways to prevent poisoning. What do their families do to keep their children safe from poisons? Show students the **Poison Prevention Rules**, and review the safety rules.

■ Ask students what they would do if a child they were with tasted a poison, such as a household cleaner. Tell them they should call for help immediately. If an adult is around, they should call the adult.

But what would they do if no adult is around? Tell students they should call the emergency number. Show students the **I Need Help!** poster. Write the appropriate emergency number for your area on the poster. Tell students this is the number they can call if they need help in an emergency.

Tell students that it is important to be able to call for help quickly in any emergency. Add that today they are going to get to practice calling for emergency help. Review the steps on the poster. *Note:* Students get more indepth practice in making emergency calls in Grade 2 of *Actions for Health*. The purpose of the poster is to introduce the concept for younger children.

■ Divide students into small groups with an adult or older student leader for each group. Have the leader play the part of the health professional who answers the call. Tell students to pretend that a friend has just tasted something poisonous.

Let each student in the group practice calling the emergency number. The person answering the call should ask questions such as the following:

- Is there an adult around?
- What did the child eat or drink?
- Where do you live?
- What is your phone number?

*Note:* This activity provides an excellent opportunity for peer group learning. Invite a class of older students to work with your class. Assign each student a buddy, and let the younger students practice making the emergency calls with their buddies' help. The buddies can play the role of the health professional.

■ Distribute the **Phone for Help!** student worksheet. Have students copy the emergency number from the poster onto the worksheet. Tell them to fill in their own phone numbers and addresses. Suggest that they may want to keep this list by the phone at home to help them remember what to do if an emergency occurs.

■ Show students the transparency or poster of **Danger! Keep Away!** Tell students this is one of the signs that is used to mark poisons. Tell them they are going to design their own safety label to mark poisons.

Distribute paper and art supplies. Have students design their own labels to mark poisons.

*Optional:* Duplicate the labels, and have students take them home to mark the poison containers they find when they work on the **Safety at Home** checklist. Or contact the local poison control center to see if they have free or inexpensive poison stickers students can use.

- Distribute the **Safety Picture** worksheet. Depending on the circumstances of your students, have students take the worksheet home and ask their families to help them draw a picture of an important way to prevent poisonings. *Or* have students complete the worksheet in class.

*Note:* Be sensitive to students' home situations. Encourage students who may not be able to complete the worksheet at home to draw the pictures themselves.

## Evaluation

Evaluate students' responses in class and their work on the **Phone for Help!** worksheet for their knowledge of how to contact help in an emergency.

Assess students' work on the **Safety Picture** worksheet for their ability to illustrate ways to prevent poisonings.

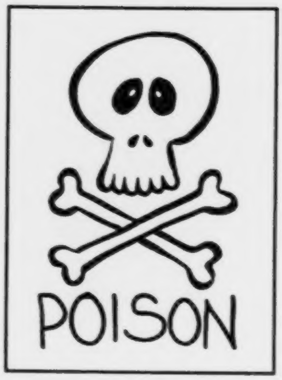
## Home/Family Involvement

Distribute the **Safety at Home** letter. Tell students to take this letter home and share the safety rules with their families. Tell students to use the checklist on the letter to check how safe their homes are. Ask them to return the form that shows they completed the checklist.

**TEACHER**

# Poison Prevention Rules

- Always ask an adult if it's safe before you taste anything new or anything you're not sure about.
- Tell an adult at once if you see another child taste something new or strange.



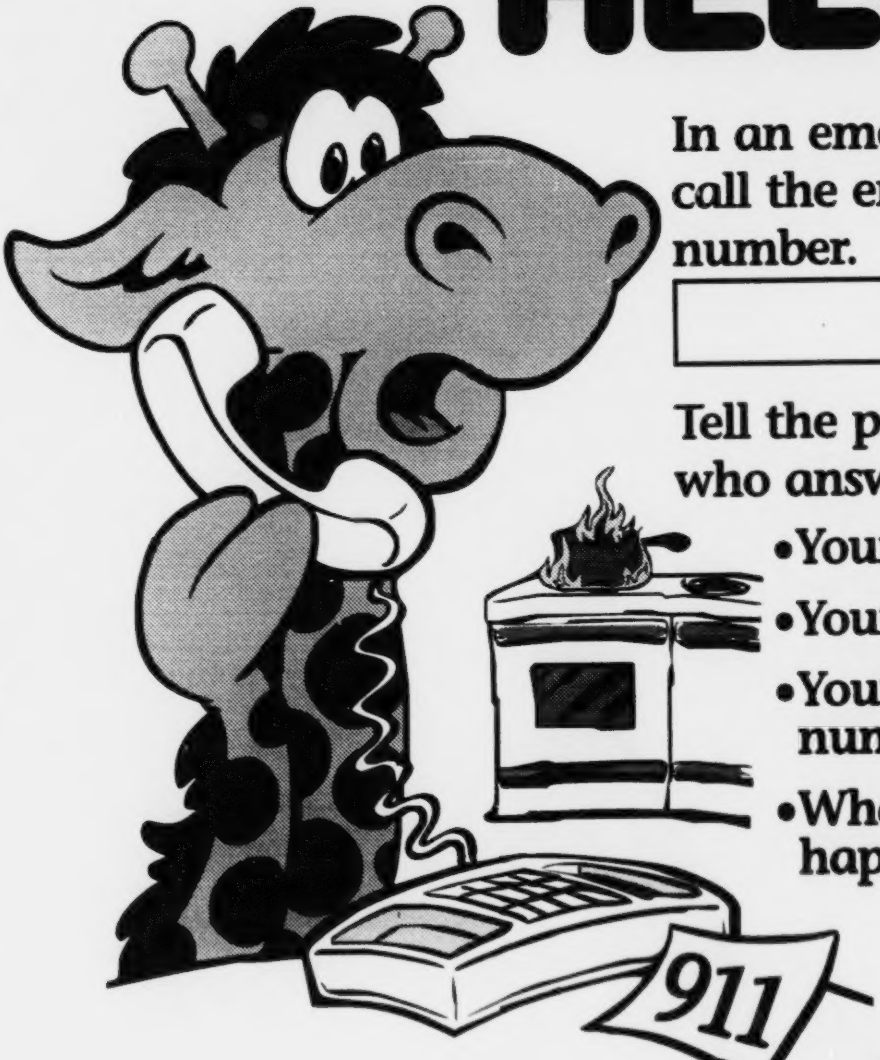
- Keep dangerous substances out of the reach of children.
- Keep poisons in the containers they come in.
- Put poison stickers on dangerous substances.
- Use childproof caps on medicine and vitamin bottles.

- Keep emergency numbers, including the Poison Control Center, by the phone.

# I Need Help!

*An* Actions for Health *Poster*

## I NEED HELP!



**In an emergency, call the emergency number.**

☐

**Tell the person who answers:**

- Your name
- Your address
- Your phone number
- What happened

Name ____________________

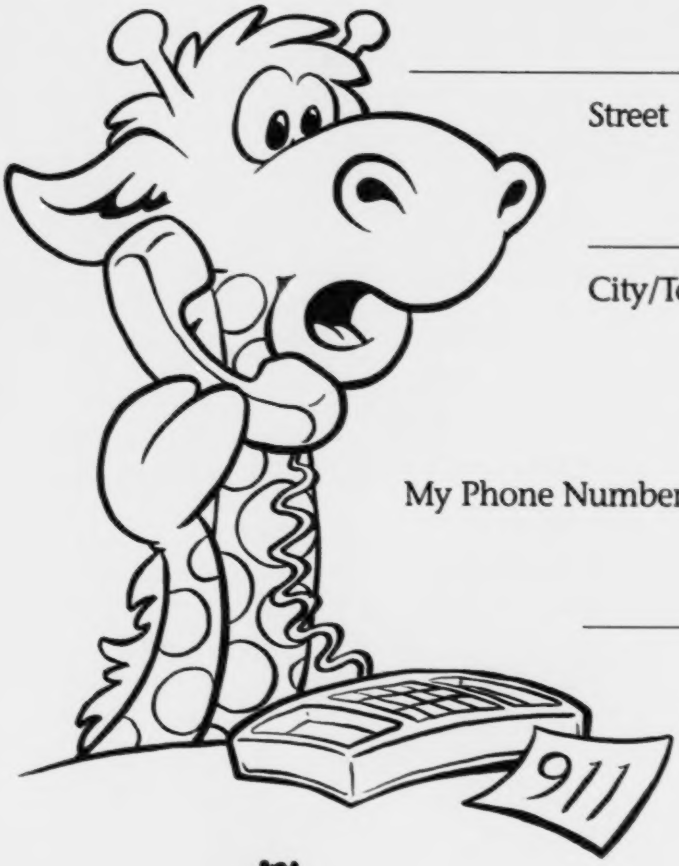
# Phone for Help!

*Directions:* Write the emergency phone number in big, bright numbers. Then write your address and phone number.

Emergency Number:

____________________

My Address:



____________________
Street

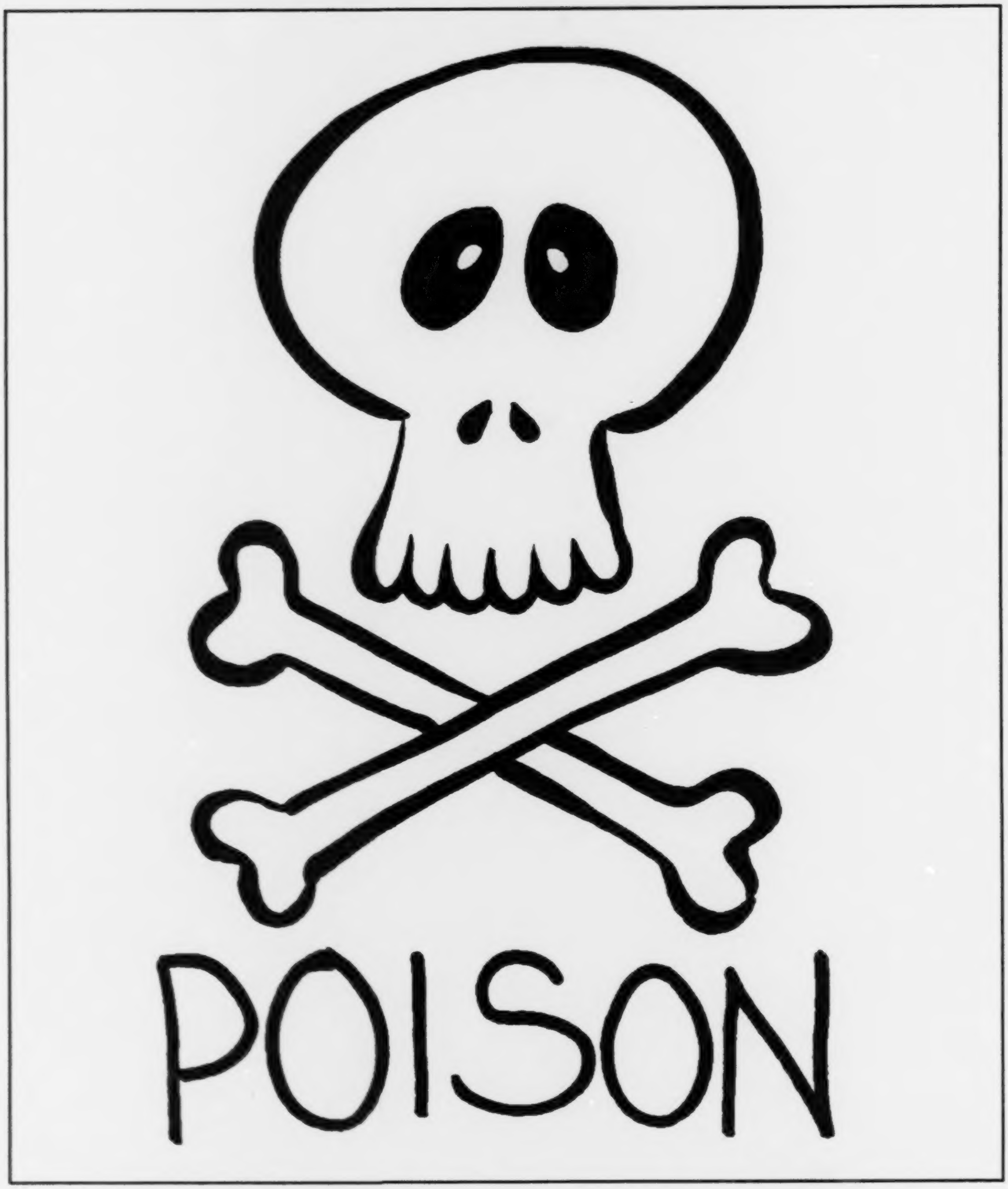
____________________
City/Town

My Phone Number:

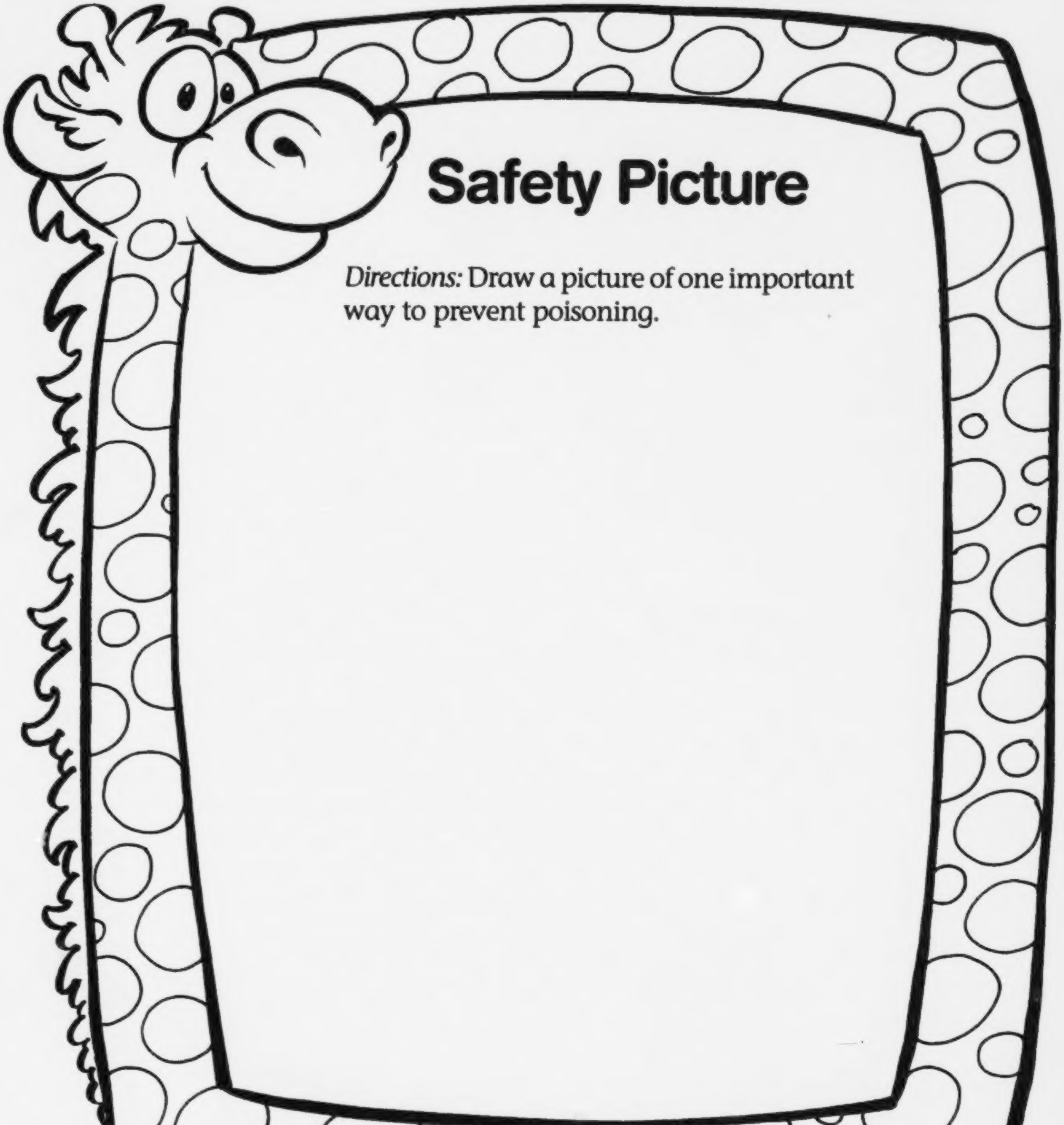
____________________

**TEACHER**

# Danger! Keep Away!



Name ____________________________________________



## Safety Picture

*Directions:* Draw a picture of one important way to prevent poisoning.

**LETTER**

# Safety at Home

Date: ____________________

Dear Family:

In health class, children have been studying ways to prevent poisoning. Please discuss the following Poison Prevention Rules with your child. Then help your child complete the checklist to see how safe your home is. Please sign off when you've completed the checklist and have your child return the sign-off slip to class.

## Poison Prevention Rules

- Always ask an adult if it's safe before you taste anything new or anything you're not sure about.
- Tell an adult at once if you see another child taste something new or strange.
- Keep dangerous substances out of the reach of children.
- Keep poisons in the containers they come in.
- Put poison stickers on dangerous substances.
- Use childproof caps on medicine and vitamin bottles.
- Keep emergency numbers, including the Poison Control Center, by the phone.

Sincerely,

____________________

**LETTER**

## Home Safety Checklist

Put a mark beside each item that you've checked for safety in your home.

### *Kitchen and Laundry*

_____ Cleaners, soaps and polishes are out of reach of children.
_____ Cupboards that are not out of reach have safety latches.
_____ Vitamin bottles have childproof lids.

### *Bathroom*

_____ Medicine containers are out of reach of children.
_____ Medicine bottles have childproof lids.
_____ Cosmetics are out of reach of children.
_____ Cleaners are out of reach of children.

### *Bedrooms*

_____ Medicine containers are out of reach of children.
_____ Cosmetics are out of reach of children.

### *Basement/Garage*

_____ Weed and insect killers are out of reach of children.
_____ Fertilizers are out of reach of children.
_____ Gasoline, oil and other fuels are out of reach of children.
_____ Painting supplies are out of reach of children.

### *Other*

_____ We put poison stickers on dangerous substances.
_____ We posted emergency numbers by the phone.
_____ We also checked these places:______________________________
______________________________

---

## Sign-Off Slip

We have completed the Home Safety checklist.

______________________________ ______________________________
(child's name) (parent or other adult's signature)

## LESSON

# 26 These Drugs Are Poison

## Objective

Students will be able to identify healthy choices about drugs.

## Time

One class period.

## Overview

This lesson deals with some of the harmful drugs (gateway drugs) that research indicates are used during elementary school years by children who go on to use other drugs. The lesson provides an introduction to a few basic facts; students are not expected to master this information. An early beginning allows the no-use message to be reinforced over time.

The lesson begins with a definition of drugs. Students are introduced to some of the harmful effects of dangerous drugs and to the concept of addiction. A worksheet emphasizes healthy choices that children can make, including avoiding the use of drugs.

## Integration

Science.

## Teacher Materials and Preparation

HAVE:
✓ Art supplies (crayons or markers) for students.
✓ Scissors and glue for students.

COPY:
✓ **Which Way to Good Health?** worksheet, one for each student.

REVIEW:
✓ **Preventing Drug Use *Teacher Background Information*.**

## Procedure

■ Review the definition of *poison*. Remind students that a poison is a substance that is harmful to humans or other living things when taken into the body by eating, drinking, breathing or through the skin. Many substances become poisonous when used in the wrong amount or in the wrong way.

Remind students that medicine is one of the substances that can be harmful if used incorrectly. Explain that medicines are drugs that are

helpful in treating disease. Define *drug* as any substance that changes the way people think, feel or behave.

■ Tell students that some drugs are *not* medicines. These drugs can be harmful. Two common drugs that students know about and should not use are tobacco and alcohol. *Note:* Caffeine is another common drug, which many students will have had. It is not, however, identified as a gateway drug.

Explain the effects of these common drugs, using the **Preventing Drug Use *Teacher Background Information*** as a guide. Tell students that caffeine is probably not harmful in small amounts, but they can choose healthier things to drink than sodas that have caffeine in them.

Acknowledge that many adults drink alcohol and that it doesn't seem to be harmful in small amounts. However, children should *never* use alcohol. Point out that both chewing and smoking tobacco can be harmful even though many adults use them. Emphasize that any substance can be harmful if used incorrectly.

■ Ask students if they have heard the word *addicted.* Do they know what it means? Explain that when people become addicted to a drug, they can't stop using it. They can't stop even when the drug causes problems in their lives. Remind students that drugs are substances that affect (change) people's minds and bodies. Addiction can be one of these effects.

Tell students that addiction can be thought of as a disease, something that makes people sick. Emphasize that people who have this disease (drug dependency) are not bad; they are people who need help to fight the disease.

Remind students of what they've learned about taking good care of themselves. Tell them another important way to take care of themselves is *never* to use drugs that aren't medicine. Emphasize that harmful drugs are especially bad for children because they are still growing.

■ Distribute the **Which Way to Good Health?** worksheet, art supplies and scissors. Tell students to color and cut out the stars on the side of the page. Then they should glue a star (a reward for healthy behavior) by each healthy choice to find the way to good health.

## Evaluation

Assess students' work on the **Which Way to Good Health?** worksheet for their ability to identify healthy choices. *Note:* The only healthy choice in regard to drugs is not to use them.

# Preventing Drug Use

## *Teacher Background Information*

Tobacco, alcohol and marijuana are commonly known as *gateway drugs*. Research indicates that many children who go on to use other drugs have used these gateway drugs in elementary school. The 1988 National Adolescent Student Health Survey conducted by the U.S. Department of Health and Human Services indicated that 11 percent of boys and 8.5 percent of girls smoked their first cigarette by fourth grade.

If we can reach children with appropriate information before they are faced with the decision to use one of these gateway drugs, we may be able to prevent their use. Children may then be more likely to refrain from other drug use.

Common drugs that children this age are likely to be aware of or exposed to include caffeine, tobacco and alcohol. Children in different areas may be aware of other harmful drug use such as marijuana use and glue-sniffing.

At this level, children need to know that these common substances are drugs, where they are found and what their effects on the body are. The following charts summarize this information.

### *Caffeine*

**Source:** colas, coffee, tea

**Effects:** speeds up nervous system
makes people feel like they have more energy
makes people nervous
sometimes makes it hard to sleep
causes the heart to beat faster

**Major Body Parts Affected:** brain, heart, nervous system

*Note:* Many students may drink sodas that contain caffeine. You may want to acknowledge that caffeine is probably not harmful in small amounts, but emphasize that students can choose healthier drinks, such as water or juice.

**TEACHER**

### *Alcohol*

**Source:** beer, wine, wine coolers, liquor—whiskey, rum, vodka, gin

**Effects:** affects the brain and judgment
can cause violence and depression
increases chance of accidents
involved in more than half of all fatal car crashes with drivers under 21
can affect breathing and lead to coma or death (in large quantities)

**Major Body Parts Affected:** brain, liver

### *Tobacco*

**Source:** cigarettes, cigars, pipes, snuff, chewing tobacco

**Effects:** leading preventable cause of death and illness in the United States
about 400,000 Americans die each year as a result of tobacco use
causes lung disease, emphysema, heart attacks, chronic bronchitis, mouth and throat cancer
tobacco smoke contains harmful ingredients: carbon monoxide (takes oxygen from the body), tar (clogs lung cells) and nicotine (the drug in tobacco, one of the most poisonous substances in nature)
causes the heart to beat faster
causes the body to need more oxygen
can clog arteries and lead to strokes

**Major Body Parts Affected:** brain, heart, lungs, mouth and throat

### *Marijuana*

**Source:** hemp (dried leaves and flowers), usually smoked

**Effects:** contains tar and nicotine (with same effects as tobacco)
contains another drug that affects the mind
can cause fast heartbeat, blood-shot eyes, dry mouth
slows down thinking time, causes longer reaction time
can lead to cancer or emphysema (just as cigarettes can)

**Major Body Parts Affected:** brain, heart, lungs

### *Cocaine*

**Source:** coca leaves (South American shrub); white, crystalline powder that looks like sugar, often inhaled through the nose

**Effects:** highly addictive
produces a short high feeling followed by moodiness and anxiety
can affect sleeping and eating
can kill the first time it's used, by affecting the heart

**Major Body Parts Affected:** brain, heart, nervous system

### *Crack*

**Source:** a form of cocaine, often smoked (or added to tobacco)

**Effects:** highly addictive
can affect sleeping and eating
can increase pulse rate and raise blood pressure

**Major Body Parts Affected:** brain, heart, nervous system

## *Sensitive Issues*

Drug use and addiction can be sensitive issues. You may want to acknowledge that many families have members who use certain drugs. Emphasize that people who use these drugs are not bad people. Be sure students understand that they themselves do not cause people to use drugs or to be addicted to drugs.

Explain that children cannot control or cure other people's drug addiction; children can only take care of themselves. When people are ready to ask for help to deal with drug problems, doctors and counselors can help them.

## *Personal Disclosure*

If a student begins to disclose a personal or family problem during a class discussion, tell him or her that you would like to talk about the situation privately. After the discussion, be sure to arrange a time to talk privately with the student. When discussing personal or family situations with students, keep the following points in mind.

- Listen carefully; ask questions only to clarify information.
- Praise the student for telling someone about her or his concern.

- Validate the student's perceptions.
- Reassure the student that it is not his or her fault.
- Encourage the student to talk to his or her parents (unless the abuse involves them).
- Encourage the student to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- Follow district policy regarding reporting any such disclosure.

### *Behavior Symptoms*

Students' behavior can also indicate problems at home, including child or sexual abuse or divorce, as well as substance abuse. The following symptoms may indicate a child is in trouble:

- drop in grades and effort at school
- frequent complaints of physical symptoms, such as headache or stomach-ache, with no apparent illness
- change in mood—a cheerful child stops smiling or a quiet child becomes rude and loud
- withdrawal from friends and classmates
- increased irritability or aggressive behavior
- obsession with or detailed knowledge of a topic such as sexual abuse or drugs

### *Contacting Parents*

If a student exhibits one or more of these behaviors, contact the parents or family and share your concern. If the family identifies a problem that may be causing these changes in behavior, talk with the student. You may want to suggest that the child talk to a counselor.

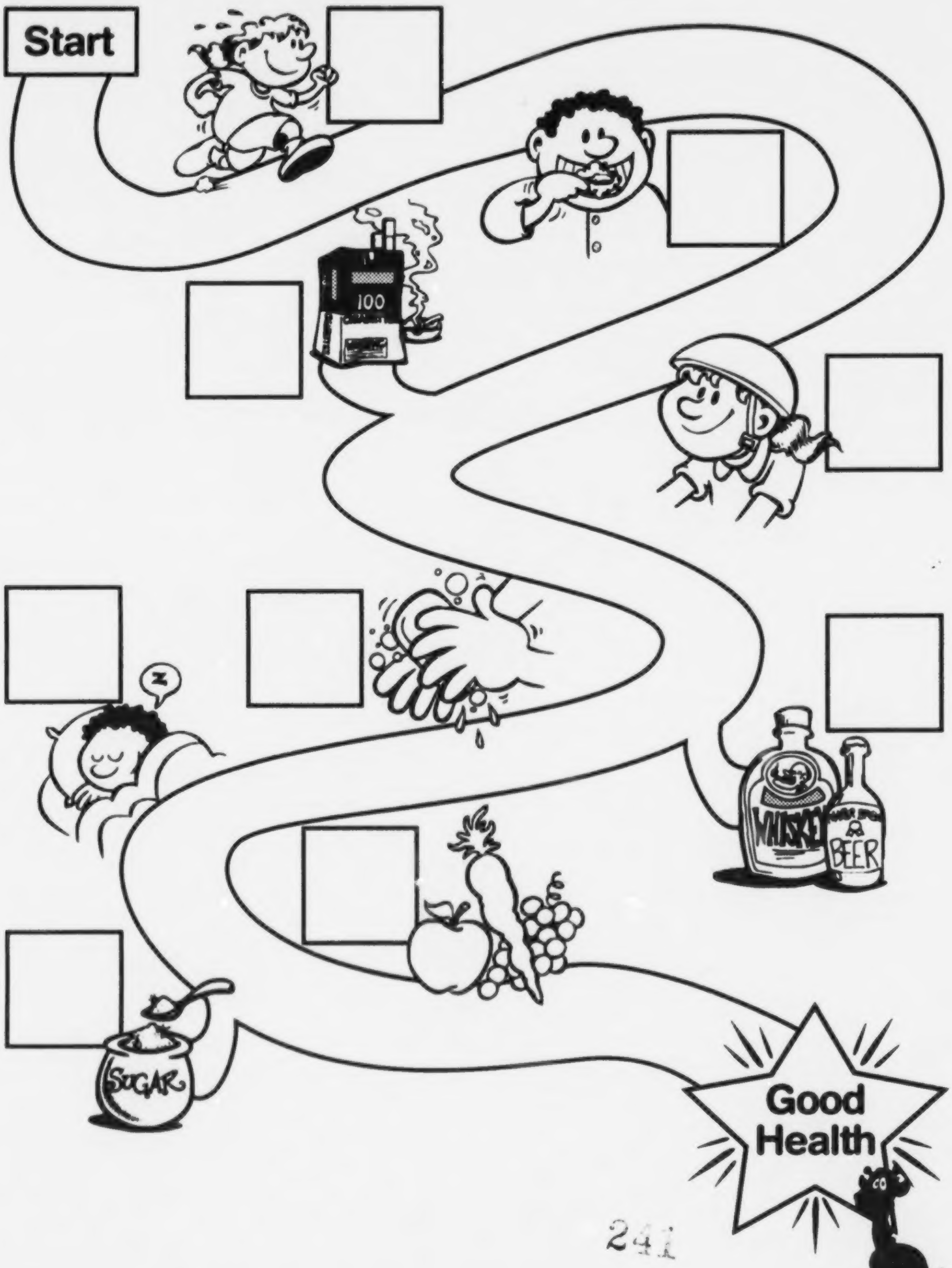
If family members do not have an explanation for the behavior, and the signs continue, talk with the student privately. Let him or her know that you have noticed a change. Ask if he or she is upset about something and would like to talk about any problems or concerns.

Follow school policy in reporting or referring students' problems, including sexual or substance abuse. Ask the guidance counselor, substance abuse counselor or school nurse for assistance.

Name ______________________________

# Which Way to Good Health?

*Directions:* Color the stars in the boxes in your favorite colors. Then cut the boxes out and paste a star beside each healthy choice. Use the stars to help you find the way to good health.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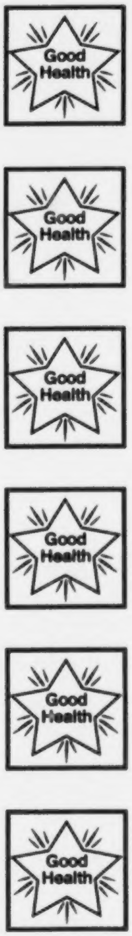
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# LESSON

# 27

# Love Your Lungs

## Objective

Students will be able to explain why it is important not to smoke.

## Time

One class period.

## Overview

This lesson reinforces earlier lessons in developing a sense of wonder about the human body and how it works. This sense of wonder helps motivate children to take care of themselves and to resist using tobacco and other harmful drugs.

The lesson begins with a review of information about drugs from the last lesson. Students learn about lung function through an exercise, a hands-on activity and a demonstration. Students then complete a worksheet on healthy and unhealthy lungs.

## Integration

Math, science.

## Teacher Materials and Preparation

HAVE:

- ✓ Drinking straws, one for each student.
- ✓ Balloons, one for each student.
- ✓ Candle, matches and a jar.
- ✓ Large black marker.
- ✓ Pink and black crayons or markers for students.

COPY:

- ✓ **Happy and Unhappy Lungs** worksheet, one for each student.

MAKE:

- ✓ Transparency or poster of **Happy and Unhappy Lungs** worksheet.

PREPARE:

- ✓ Stretch the balloons if necessary to make them easier for students to inflate.
- ✓ Attach each balloon to one end of a straw.

## Procedure

■ Review the key effects of the drugs discussed in the last lesson. Tell students that today's lesson is about how their lungs work and how smoking tobacco (and marijuana) hurts their lungs.

■ Give students the following directions. Tell them to put their hands on their chests (show them how to put their hands about midway over their rib cages). Now tell them to close their eyes and mouths. Tell them to take a slow, deep breath and hold it, and then breathe out slowly.

Ask students to name what they just did (breathing). Then ask the following questions:

- What did they breathe? (air)
- How did the air get in and where did it go? (It went in the nose, down the throat, down the windpipe and into the lungs.)
- How did the air feel as it went in or out of their nose? (Answers will vary.)
- Could they tell when the air was in their lungs? (Yes, because the chest or rib cage got bigger when it filled with air.)

Have students repeat the breathing exercise. Tell them to concentrate on feeling the air as it goes in through the nose, down the throat, down the windpipe and into the lungs.

Point out that the body does this all by itself all day, every day. People don't even have to think about breathing. If we had to think about it, we'd be too busy breathing to go to school or do anything else.

Tell students to concentrate on their breathing and try to count how many times they breathe while you time them for thirty seconds (probably 10-20 times). Explain that when we exercise, we breathe even faster.

Ask a few students to describe a time when they were panting or out of breath. Emphasize how hard our lungs work for us.

■ Tell students the lungs look like an upside-down tree with branches and twigs. Instead of leaves, this tree has balloons. Show students the **Happy and Unhappy Lungs** transparency or poster.

Distribute the straws and balloons. Tell students that this activity will demonstrate how their lungs work.

Tell students to imagine that the straw is one of the twigs on the tree. As we breathe, the air passes through the twigs and fills all the tiny little

balloons at the end. Remind them that they have many, many of these twigs and balloons (air sacs) in their lungs.

Show students how to blow through the straw and fill the balloon with air. Hold the end of the balloon closed. Then let go of the balloon and put your finger in front of the straw to feel the air rush out. Have students try this activity.

- Set out a candle, matches and a jar for the next demonstration. Ask students to observe carefully and try to explain what happens during the demonstration.

Light the candle. Then place the open end of the jar over the candle. Watch as the candle goes out. Ask students why the candle went out (it burned up all the air in the jar). What is in the air that the candle needs? (oxygen)

Explain that our bodies are like the candle. If we stop breathing and don't get enough oxygen, we could die—just like the candle. Tell students that oxygen is like a magic food—it's something we can't see that our bodies need to stay healthy.

Add that oxygen is an invisible gas in the air. When we breathe in, we take oxygen into our lungs. When we breathe out, we get rid of the air, which has lost most of its oxygen because our lungs have used it.

- Color one set of lungs on the **Happy and Unhappy Lungs** transparency or poster black. Tell students that smoking makes lungs clogged and dirty. Explain that things (substances) in tobacco smoke get into the lungs and hurt the lungs. Then the air sacs (little balloons) can't work the way they should.

People who smoke may have trouble breathing because the lungs are not able to do their work. If people smoke for too long, they may even die.

- Have students blow into their balloons, but only fill them halfway. Tell students that this is what happens when people smoke. The balloons (air sacs) in their lungs can't fill up all the way with air.

  Now tell students to finish blowing the balloons up. Tell them their balloons now look like the air sacs of a healthy person who doesn't smoke.

- Distribute the **Happy and Unhappy Lungs** worksheet. Tell students to color one set of lungs a healthy pink and draw a happy face on top of it. Tell students to color the other set of lungs black to represent the lungs of a smoker. Have students draw an unhappy face on top of these lungs. Help students read and finish the sentence about why they should not smoke.

## Evaluation

Observe students' participation in the balloon activity and their work on the **Happy and Unhappy Lungs** worksheet to assess their ability to provide a reason not to smoke.

## Follow-Up/Extension

Read students the *Huff and Puff* story pamphlet, available free from the American Cancer Society. In this variation on the story of the three little pigs, the wolf can't blow down the houses because he smokes. Suggest that students write their own fairy tales about smoking. Collect their stories for a class book.

Contact a local hospital or the local affiliate of the American Cancer Society or the American Lung Association to obtain samples of healthy and unhealthy (smoker's) lungs to show students.

## Suggested Resources

*Inside Your Lungs.* New York: American Lung Association. This colorful poster describes the structure and function of the lungs. Available from local affiliates.

*No Smoke Near Me! An Activity Poster.* Santa Cruz, CA: ETR Associates. This interactive poster empowers young children to stay away from tobacco smoke.

*No Smoking! Lungs at Work.* New York: American Lung Association. This simple pamphlet describes the function of the lungs and how smoking damages them. (Also available from local affiliates.)

*Smokefree Class 2000.* American Lung Association, American Heart Association and American Cancer Society. This packet was prepared jointly by these three organizations in 1988 for Grade 1 in response to Surgeon General Koop's efforts toward a smokefree society by the year 2000.

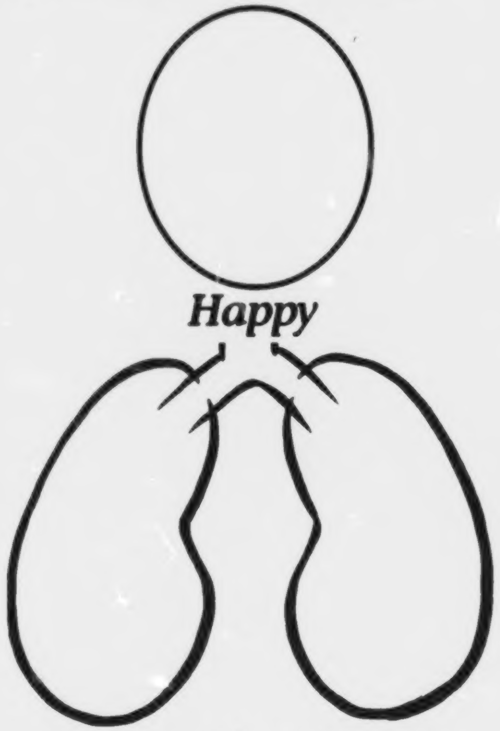
*Tobacco Talk: Educating Young Children About Tobacco.* C. D'Onofrio. Santa Cruz, CA: ETR Associates. This helpful handbook offers parents and educators accurate, age-appropriate ways to explain complex tobacco issues.

*You and Me Tobacco Free: Children's Activities in Tobacco Awareness.* J. K. Scheer. Santa Cruz, CA: ETR Associates. Lively activities teach children to stay healthy and tobacco free.

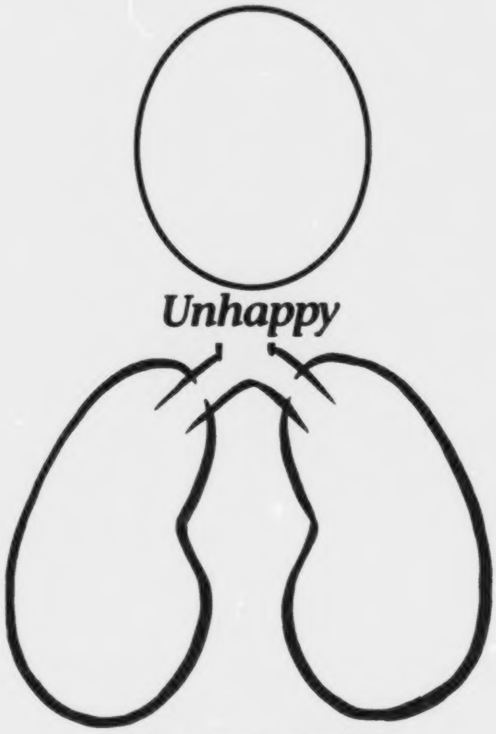
Name ______________________________

# Happy and Unhappy Lungs

*Directions:* Color the happy lungs pink and the unhappy lungs black. Draw a happy face on top of the pink lungs and an unhappy face on top of the black lungs. Then finish the sentence.



This person does not smoke.



This person smokes.

I will not smoke because

______________________________

______________________________

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## LESSON

## 28

# Habits Are Hard to Break

### Objective

Students will be able to differentiate between habits that contribute to health and those that do not.

### Time

One class period.

### Overview

In this lesson, students have an opportunity to grapple with a question they often ask, “Why do people smoke or use other harmful drugs?” They learn that many adults continue to smoke even when they know tobacco use is harmful because they aren’t able to quit.

Students are given the challenge of trying to change a school-related behavior to help them understand the difficulty of quitting smoking or other drug use.

## Integration

Science.

## Teacher Materials and Preparation

HAVE:

✓ **Happy and Unhappy Lungs** transparency or poster, from Lesson 27.

## Procedure

■ Review what students learned about smoking in the last lesson. Ask them how smoking harms us. (It clogs the lungs, which provide our bodies with oxygen.)

■ Ask students why they think people smoke or chew tobacco or use other harmful drugs. Write their responses on the board. Responses may include:

- They started smoking or chewing tobacco or using other drugs and can't quit.
- They think smoking or chewing tobacco or using other drugs makes them look cool or grown-up.

■ Ask students if they know what a habit is. Explain that a habit is something we've done so often that we've learned to do it without even thinking. Ask students for some examples of habits.

Explain that sometimes habits are good for us; one of the things students have been learning about in these health lessons are habits that help improve their health. Ask students to name some of these health habits (washing hands, brushing teeth, getting plenty of sleep, etc.).

Add that habits can also be things we do that cause problems. For example, if you have a habit of leaving your clothes on the floor, you might run out of clean clothes. Ask students if they have ever tried to change an unhelpful habit—a behavior that causes problems.

■ Ask students to brainstorm some habits that relate to their behavior at school. Helpful classroom habits may include:

- Raising your hand before you speak in class.
- Keeping your books and papers in a certain place.
- Lining up outside the door when it's time to come in from recess.
- Remembering to take homework and notes to parents home.
- Calling the teacher by name instead of "Teacher."

If you are aware of a particular helpful behavior or habit that you would like students to acquire, add it to the list. Help students pick one of the items on the list to work on as a class. Encourage the class to agree on the choice.

Write the chosen habit on the board. Ask students to brainstorm things they could do to acquire this habit. Record students' progress in acquiring the habit.

You may want to begin the change process by keeping a tally for a day or two of every time the opposite behavior occurs. For example, make a mark on the board each time a student calls you "Teacher." Count how many times this occurs.

Then begin to erase or cross off the tallies each time the desired behavior occurs. For example, erase one tally for every day (or shorter period) that all students call you by name rather than "Teacher."

- When students have had a few days to try to change their behavior, discuss how well they've done. Was it hard to change their behavior? Explain that behavior such as smoking or chewing tobacco can be even harder to change. Emphasize that it's much easier never to start such unhealthy habits, because it's so hard to stop.

## Evaluation

Assess students' responses during class discussion to determine their ability to tell the difference between habits that contribute to health and habits that do not contribute to health. Clarify any confusion students may have about habits.

# UNIT VII

# Health Helpers in the Community

## LESSON

## 29

# Health Helpers

## Objective

Students will be able to describe jobs of health helpers.

## Time

One class period.

## Overview

The first lesson in **Unit VII: Health Helpers in the Community** reviews and synthesizes information about health helpers. The lesson emphasizes that many different people in the community can help children stay healthy and that prevention and treatment are two important ways that health workers help people.

The lesson begins with a review of health helpers and their jobs. Students make stick puppets of health helpers and describe the health helpers' jobs for the class. Students then complete a worksheet, matching the health helpers with the tools they use.

## Integration

Art, language arts, social studies.

## Teacher Materials and Preparation

HAVE:

✓ Art supplies (crayons or markers) for students.
✓ Scissors and glue for students.
✓ Ice cream sticks or tongue depressors, one for each student.

COPY:

✓ **Health Helpers** worksheets, one set for each group of four students.
✓ **Matching Health Helpers** worksheet, one for each student.

MAKE:

✓ Transparencies or posters of **Health Helpers** (four pages).

## Procedure

- Remind students of all the things they have learned to do this year to keep themselves healthy (brush their teeth, keep poisons out of reach, eat healthy snacks, etc.). Recognize examples of students' healthy behaviors.

Point out that the class has also discussed many people who help them stay healthy; we can call these people health helpers. Tell students that today they are going to think about all these health helpers.

■ Ask students what health helpers they can name. Show them the **Health Helpers** transparencies or posters. Review the roles of the health helpers depicted and the tools they use. For example: The dentist fills and repairs decayed teeth. The nurse cares for people when they are sick and helps the doctor in many ways. (You may also want to include poison control center staff, police officers, ambulance drivers, etc.)

■ Tell students they can be junior health helpers by cooperating with (or helping) the adults who help them stay healthy. Ask students for examples of ways they can cooperate with health helpers. Possible responses include:

- They can help the dentist or hygienist by sitting still and keeping their mouths wide open.
- They can help the bus driver by sitting quietly in their seats.
- They can help the doctor by washing their hands to prevent the spread of germs.

■ Divide the class into groups of four. Give each group a set of **Health Helpers** worksheets (one each of dentist, doctor, nurse and bus driver). Distribute art supplies, scissors, glue and sticks.

Tell students to divide the worksheets among the students in their groups. Then each student should color, cut out and make a stick puppet of one of the health helpers. Tell students to be ready to tell the class what the health helper does and describe the tools that she or he uses.

When students have finished the stick puppets, have them make their presentations to the class. If time allows, ask students to talk about a time when this health helper helped them.

- Distribute the **Matching Health Helpers** worksheet. Tell students to match the pictures of the health helpers with something they use.

- Point out that parents and other family members as well as teachers and principals are health helpers when they help wash or bandage cuts, make an appointment with a doctor or care for sick children. Remind students that they can be junior health helpers when they use the things they've learned about health to help their bodies stay healthy.

## Evaluation

Assess students' work in their class presentations and on the **Matching Health Helpers** worksheet for their ability to describe the jobs health helpers do.

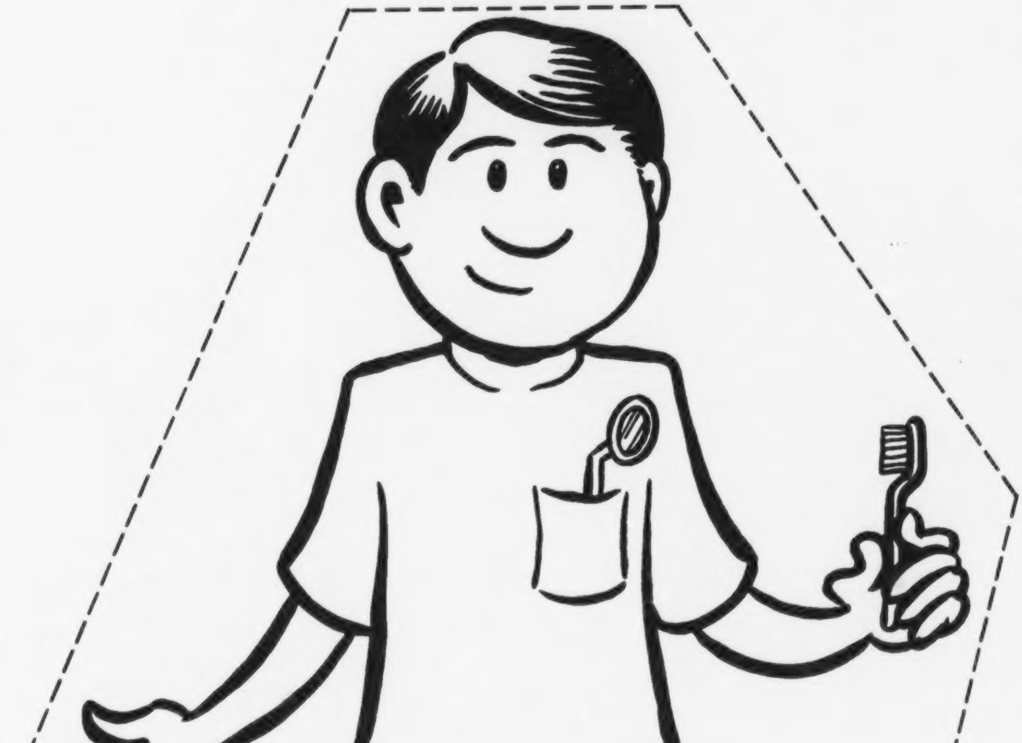
## Follow-Up/Extension

Invite the school nurse and/or guidance counselor to visit class to explain what they do. Or plan a class visit to their offices for a demonstration of what they do.

Name ____________________

# Health Helpers

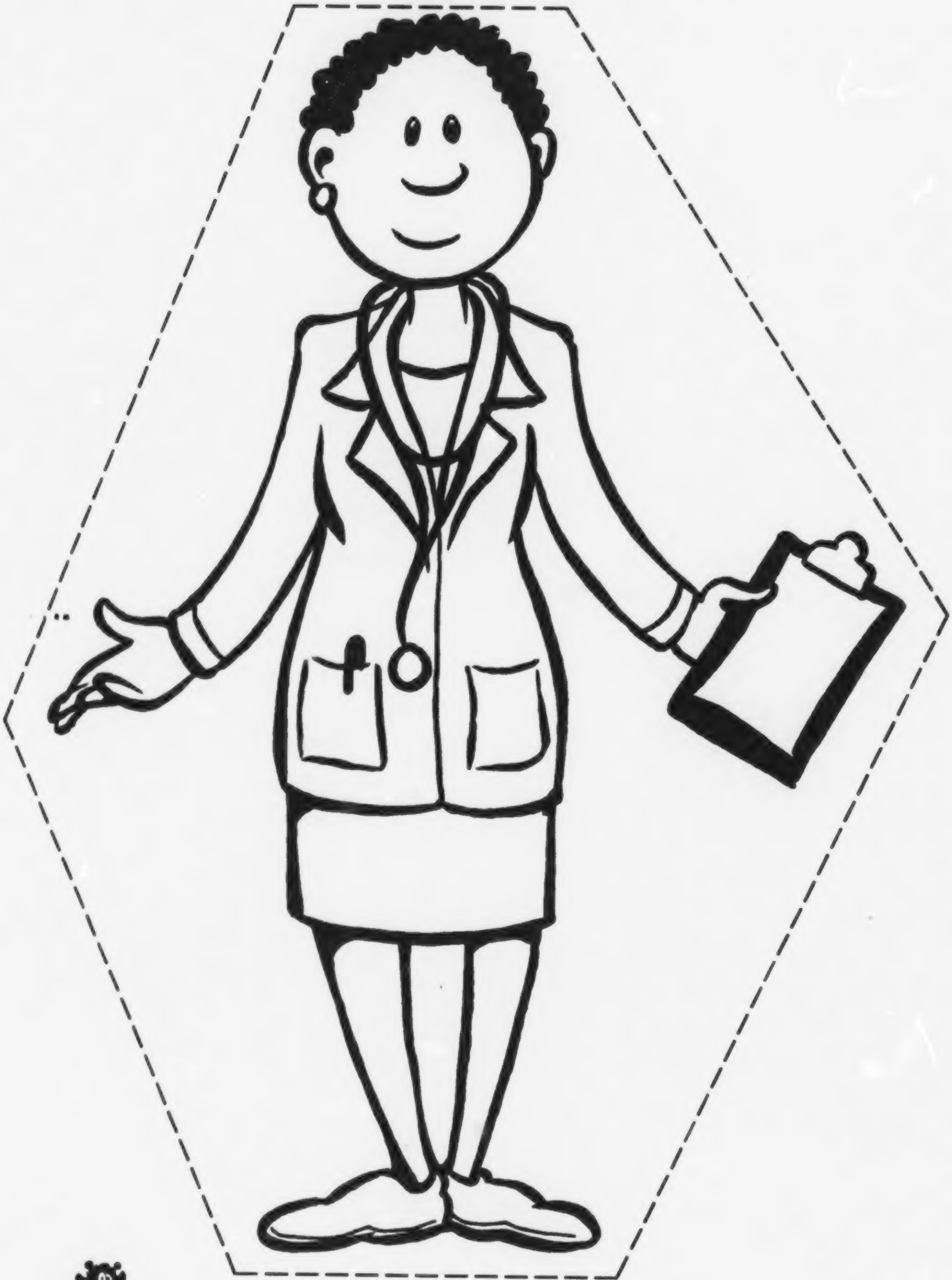
## *Dentist*



Name ______________________________

# Health Helpers

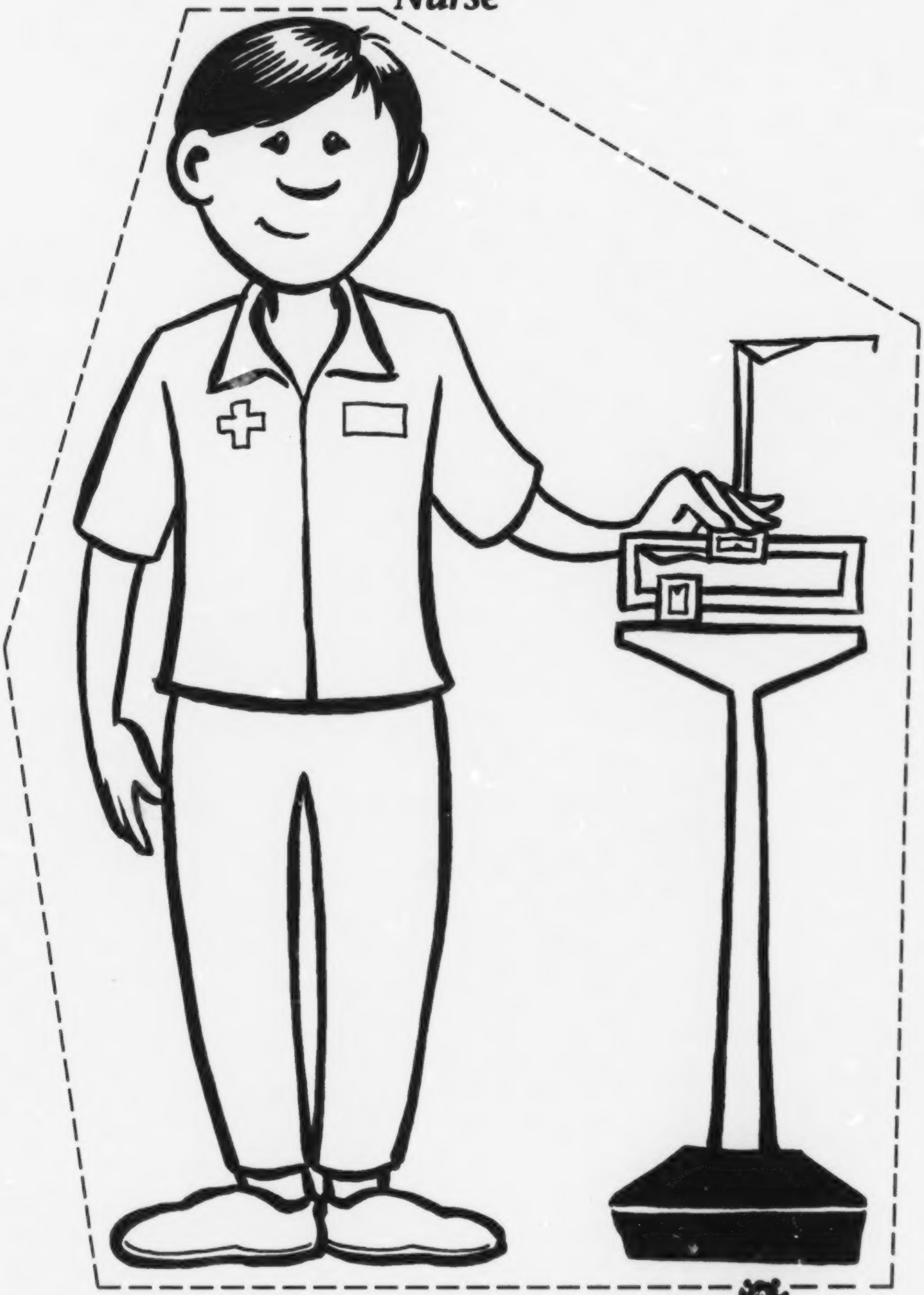
## *Doctor*



Name ______________________________

# Health Helpers

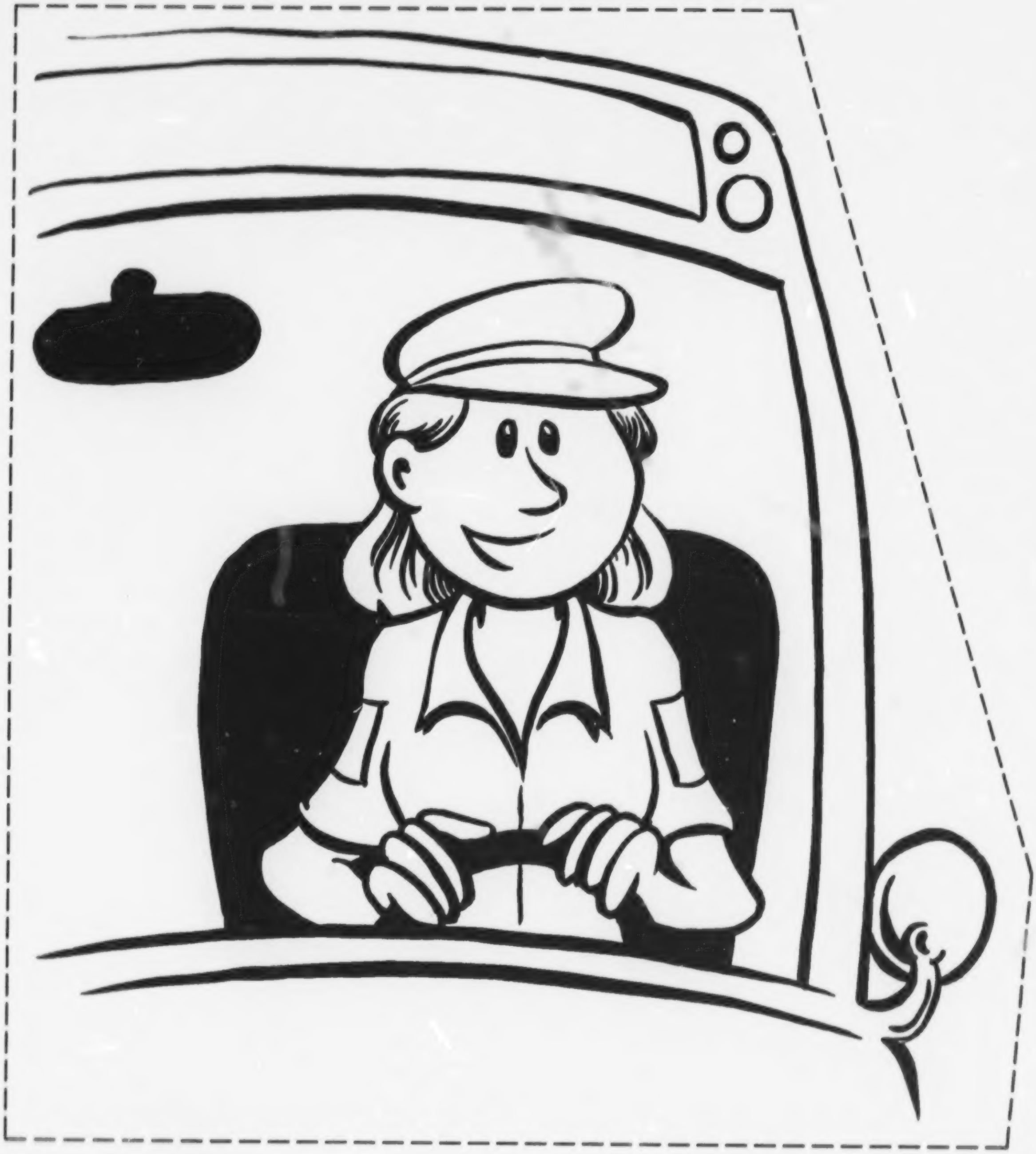
*Nurse*



Name ______________________________

# Health Helpers

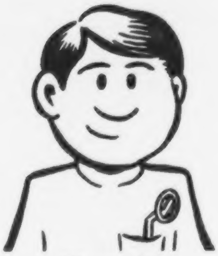
*Bus Driver*



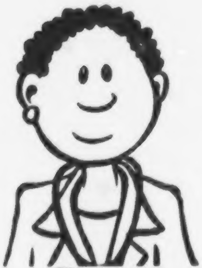
Name ______________________________

# Matching Health Helpers

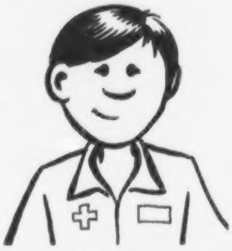
*Directions:* Match the pictures of the health helpers with something they use.



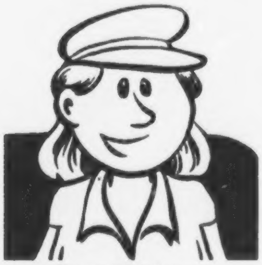
Dentist



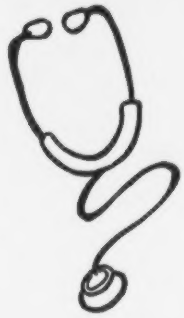
Doctor

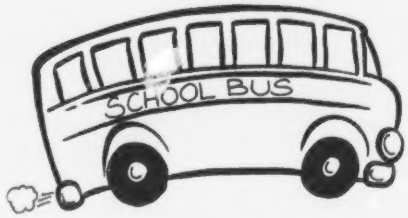


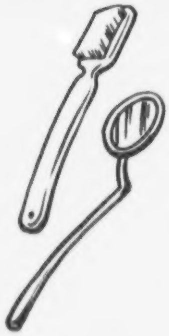
Nurse

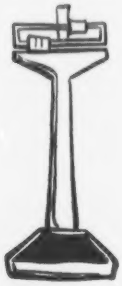


Bus Driver









## LESSON

# 30 Environmental Helpers

## Objective

Students will be able to identify actions that are good for the environment.

## Time

Two class periods.

## Overview

In this health curriculum, students have learned about how they can keep themselves healthy and how other people help them stay healthy. This lesson introduces the environment as another important factor that influences health. It emphasizes the need to care for the environment to protect our health.

The lesson begins with an explanation of sources of pollution and how pollution can harm the body. Students discuss ways they can care for their environment. They decide on and carry out a school clean-up project.

## Integration

Science, social studies.

## Teacher Materials and Preparation

HAVE:

- ✓ Art supplies (crayons or markers) for students.
- ✓ Garbage bags or containers for school clean-up project.

COPY:

- ✓ **Caring for Our World** worksheet, one for each student.
- ✓ **I Take Care of My Home** worksheet, one for each student (optional).

PREPARE:

- ✓ Consult with the principal and a school custodian about possible clean-up projects for the class. Ask the principal to come to class to thank students for their work when they complete the project.
- ✓ Notify families of the clean-up project. Ask family members to help supervise if possible.
- ✓ Ask for classroom helpers to work with small groups during the inspection and clean-up (optional).
- ✓ Contact the local newspaper to cover the clean-up project (optional).

## Procedure

■ Tell students that they have learned about many things that affect their health, and today they are going to learn about one more. Write

the word ENVIRONMENT on the board. Explain that *environment* means the world around us. Emphasize the importance of taking care of the world around us (our environment) so it will be safe and healthy.

■ Write the word POLLUTION under the word *environment.* Ask students if they know what *pollution* means. Define pollution as something unclean or dirty.

Explain that the environment becomes polluted when dirty substances get into it. Ask students for some examples of pollution. Responses may include:

- The exhaust from cars pollutes the air.
- Smoke pollutes the air.
- Chemicals from factories pollute water.
- Other kinds of waste pollute water.
- Garbage and litter pollute the land.

Point out that many of the poisons they discussed in an earlier lesson can also be harmful to the environment.

■ Tell students that pollution can hurt the body. Offer the following examples:

- Air pollution can cause dizziness, burning eyes, coughing, headaches, trouble breathing. Sometimes we can see air pollution (smog).
- Water pollution can make people sick if they drink the water. It can also make water unsafe for swimming and fishing. Polluted water often looks yellow or brown instead of clear.
- Land pollution can attract pests (rats and flies) that spread germs. Things that are left lying around can also hurt people (a rusty nail, broken glass).

■ Tell students that today they are going to learn about some ways that people can take care of the environment—air, water and land. Then they can help keep their community a safe and healthy place to live.

Point out that there are many adults who help care for the environment (garbage collectors, street cleaners, water inspectors). Other people work to control and prevent pollution by passing laws.

Ask students to think about ways they can help take care of the environment. Write students' responses on the board under the heading "Environmental Helpers." Possible responses include:

- Throw paper and garbage in garbage cans or wastebaskets.
- Pick up paper lying on the ground and throw it in the garbage can.
- Collect soda cans and other cans and take them to a recycling center.
- Take care of things that you can use again, such as books.
- Keep your room and your desk clean.
- Help keep the house clean by helping with dishes or taking out the garbage.
- Don't waste water and electricity. Don't let the water run while you're brushing your teeth. Turn off lights, the TV and the radio when you're not using them.
- Make posters to remind people not to litter.

■ Tell students that they're going to look around the school to see if their environment needs cleaning up. Divide the class into four groups, with an adult leader for each group. Send a group to each of the following areas:

- Cafeteria or kitchen—Try to schedule this visit during or after lunch, so students can see the cafeteria before it is cleaned.
- Gym or auditorium (if not also used as the cafeteria) and the adjoining halls.
- Their classroom, adjoining halls and bathrooms.
- Playground and other school grounds.

When students return to the classroom, have them report on their observations. What areas are clean? What can students do to clean up other areas? Help students choose an area to clean up and plan a day to do it.

*Note:* If there are not enough jobs for everyone or if no area of the school

needs to be cleaned up, have students make posters to put up around the school.

- Distribute the **Caring for Our World** worksheet. Tell students to color the pictures that show ways to take care of the environment.

## Evaluation

Evaluate students' responses on the **Caring for Our World** worksheet for their ability to identify ways to care for the environment.

## Home/Family Involvement

Distribute the **I Take Care of My Home** worksheet. Tell students to take the worksheet home to share with their families. Ask them to talk to their families about a way they can help take care of their home. Tell them to have a family member help them fill in the contract with the action they've decided to take. Then students can mark each day they do the job for a week.

Ask for volunteers to help small groups do their school inspections and to work with students on the clean-up project.

## Follow-Up/Extension

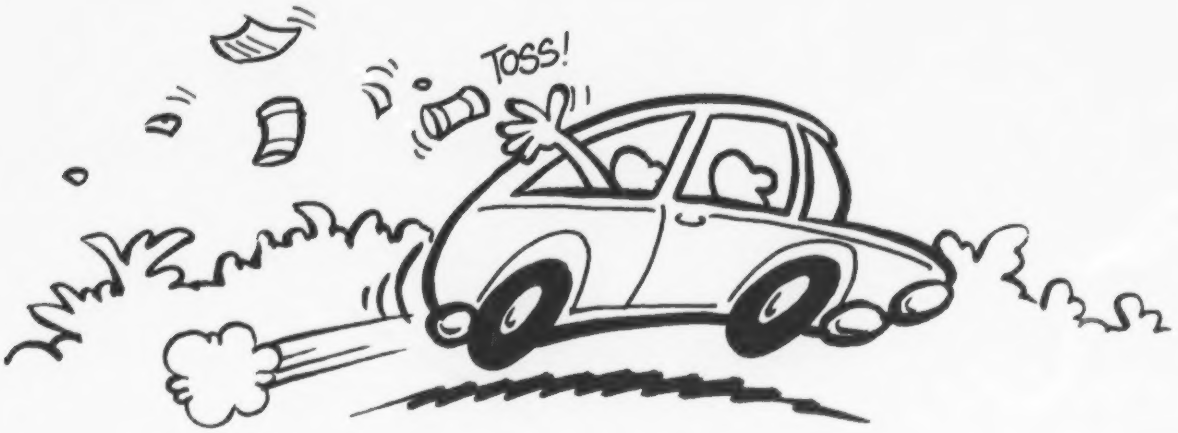
Invite a school custodian to talk to the class about how he or she helps keep the school environment safe and clean. Ask the custodian to show students where he or she puts the school garbage.

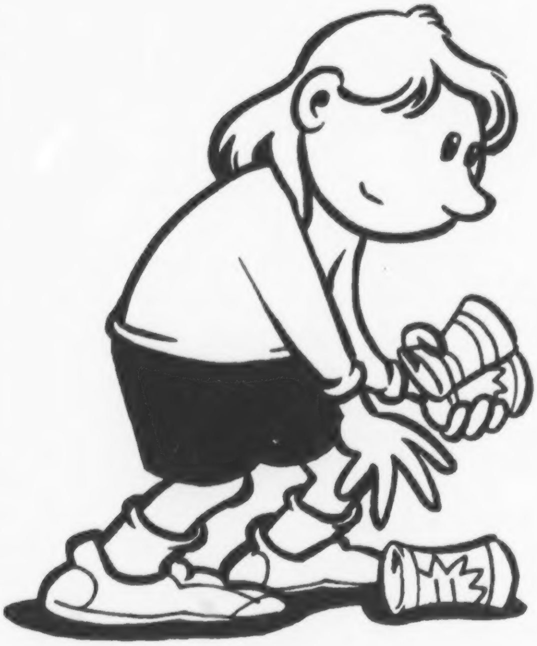
Take a walk around the neighborhood to identify sources of pollution. List these on a chart, and have students draw pictures of what they saw.

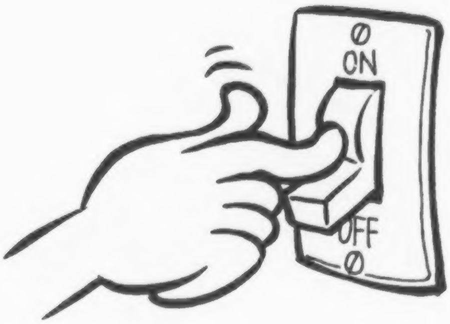
Name ______________________________________________

# Caring for Our World

*Directions:* Color the pictures that show people doing things that help the environment.







Name ______________________________

# I Take Care of My Home

*Directions:* Take this worksheet home and talk to your family about a way you can help take care of your home. Fill in the contract with your name and the job you agree to do. Sign the contract. Then mark each day you do the job on the chart.

I, ______________________________,
*(name)*

agree to do the following job to help take care of my home.

For one week, I will

______________________________.

Signed: ______________________________

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|
| | | | | | | |

# SPECIAL EVENT

Good
Health

## SPECIAL EVENT

# A Healthy Behavior Celebration

This celebration can be used at the end of the curriculum or in conjunction with the snack party in Unit III (see Lesson 16). Preparation for the event includes the following steps.

- writing invitations
- arranging the room
- making healthy snacks (see Lesson 16)
- arranging a display of students' work
- preparing roleplays or demonstrations
- completing certificates to recognize students' healthy behaviors

## Invitations

Have students make invitation cards for their families with drawings of healthy behaviors. Send these home at least two weeks before the event with a note from you (see the **Healthy Behavior Celebration Invitation** sample). Be sure to request a reply.

If no one from a student's immediate family can attend, encourage the student to invite another relative or an older friend from school. Each student should have someone at the celebration to recognize her or him.

Ask the principal to say a few words of recognition to the students. You may want to send her or him an invitation signed by all the students.

Invite the community resource people who have participated in the health lessons (dentist, school nurse, bus driver, custodian). You may want to send them invitations from the class, following up with a phone call. Include classroom helpers and any older students who've helped in the class.

Invite local media to cover the event. Emphasize that it's part of a comprehensive school health curriculum.

## Teacher Welcome

Welcome everyone to a celebration of students' increased knowledge about and practice of healthy behavior. Thank family members for their cooperation in home activities, such as the toothbrushing contracts and home safety checklists.

Emphasize the importance of cooperation among home, school and community in the formation of healthy habits. Children are more likely to develop healthy habits if they receive consistent and reinforcing messages from many different sources, including home, school and community.

Briefly review the first grade health curriculum. Explain that the skill for this grade level, rewarding healthy behavior, helps motivate students to apply their knowledge. Ask the audience to join you in celebrating what the students have learned.

## Student Performances

Select at least one piece for the class to present as a whole. For example: Students could say no individually, one after another, freezing their expressions and gestures.

Select two or three more activities to be performed by small groups or individuals. Suggestions include:

- **I'm Glad I'm Me** poem (Lesson 3)
- "Simon Says" nonverbal expression of feelings (Lesson 5)
- dental health tongue twisters (Lesson 11)
- tooth care dramatizations (Lesson 14)
- dialing the emergency phone number (Lesson 25)

## Displaying Student Work

Have students complete their **Look at Me** booklets for display during this event. Post and display examples of the other work students have done during the curriculum. Suggestions include:

- human body diagrams (Lesson 2)
- Special Person of the Week outlines (Lesson 4)
- family members graph (Lesson 6)
- class experiments (Lesson 15, Lesson 17)
- school clean-up posters (Lesson 30)
- *Actions for Health* posters
- *A Family That Fits* and *The Golden Treasure* student booklets

## Awards for Students

Prepare and present a **Celebrating Healthy Behavior Certificate** for each student. Be sure to list specific behaviors. Awards could recognize some of the following behaviors:

- healthy behaviors such as eating healthy snacks, getting regular exercise, getting enough rest

- participation in class discussion
- efforts to change unhealthy habits
- work on home assignments such as the home safety checklist
- caring for others

After the presentation of certificates, ask members of the audience if they have any comments to make to the class. Then ask the principal for her or his comments.

## Refreshments

Serve some of the healthy snacks students learned about in Lesson 16.

**SAMPLE**

# Healthy Behavior Celebration Invitation

Date: ________________________

Dear Family:

Your child's class invites you to a celebration of healthy behaviors on

__________________________________________________________.

(date and time)

This event will recognize and reward children's efforts to learn and practice healthy behaviors. As you know, children have worked very hard on a number of health projects this year.

The celebration will include student performances, an award for each student, displays of students' health projects, and refreshments. We hope that every child will be able to have a family member or friend at the celebration. Please return the slip that indicates whether you can attend.

We also want to express our appreciation for your cooperation in helping children develop healthy habits. The children look forward to sharing their achievements with you.

Sincerely,

______________________________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Child's name______________________

_____ I (we) plan to attend the celebration. Number of people ______

_____ No one from our family will be able to attend. Please invite one of my child's friends to attend.

Signed ________________________

# Celebrating Healthy Behavior Certificate

*This certificate recognizes*

______________________________

(name)

*for*

______________________________.

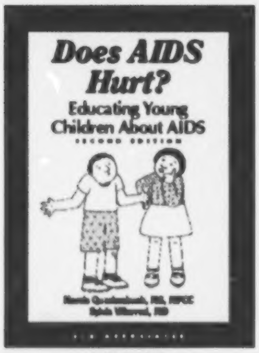
(behavior)

*Signed*______________________________

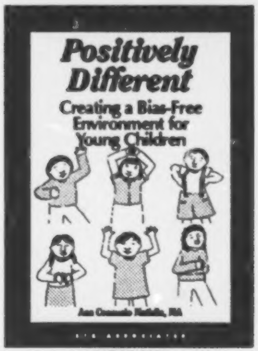
(teacher)

# How to Order
# Suggested Elementary Resources

## Practical Handbooks


Does AIDS Hurt?
Educating Young Children About AIDS
SECOND EDITION

(#353-H8)
148 pages/paper/$14.95

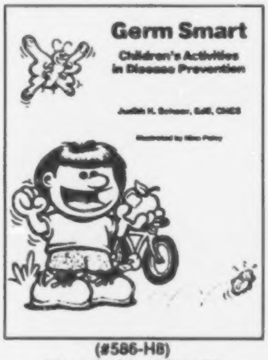

Positively Different
Creating a Bias-Free Environment for Young Children

(#509-H8)
93 pages/paper/$14.95

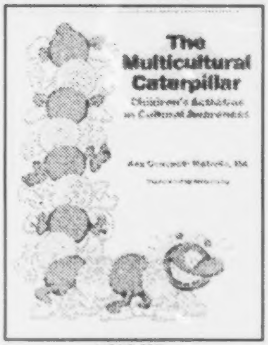
Tobacco Talk
Educating Young Children About Tobacco
Yuck

(#508-H8)
176 pages/paper/$14.95

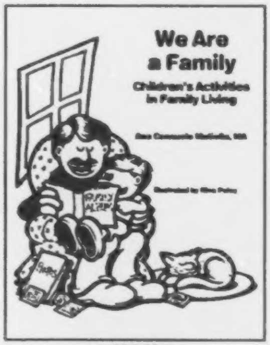
## Creative Activity Books


Germ Smart
Children's Activities in Disease Prevention

(#586-H8)
50 pages/paper/$12.95


The Multicultural Caterpillar

(#585-H8)
58 pages/paper/$12.95


We Are a Family
Children's Activities in Family Living

(#587-H8)
55 pages/paper/$12.95

## Take-Home Pamphlets

TALKING WITH
YOUR YOUNG CHILD ABOUT SEX

**Talking With Your Young Child About Sex (#129-H8)**

TALKING WITH
YOUR CHILD ABOUT DEATH

**Talking With Your Child About Death (#180-H8)**

TALKING WITH
YOUR CHILD ABOUT
PREJUDICE

**Talking With Your Child About Prejudice (#068-H8)**

These are just a few of the innovative books, posters and pamphlets available from ETR Associates to supplement your elementary program. Make health interactive, educational and fun!

## Call Toll-Free 1 (800) 321-4407

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**ETR Associates**
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**FAX: (408) 438-4284**

Prices subject to change without notice

An Actions for Health Book

# A Family That Fits

BEST COPY AVAILABLE

ETR ASSOCIATES

elcome to Grade One of *Actions for Health!* Jamal Giraffe guides first graders through 30 creative, classroom-tested lessons that emphasize practicing and rewarding healthy behavior. Students learn to practice healthy habits that promote nutrition, hygiene, family support and a safe, drug-free environment and help them to feel good about themselves!

*Actions for Health* is the elementary component of the *Contemporary Health Series*, a comprehensive health education curriculum for grades K–12 from ETR Associates.

*Actions for Health* helps you:

- address the complete scope of recommended health education content
- teach and reinforce early prevention skills
- incorporate lessons into all areas of the elementary curriculum
- build home, school and community partnerships
- make health education interesting, personal and fun for teachers and students alike!

**"Great ideas.... Fun activities!"**

— Paula B. Walter, Flintstone Elementary
Oxon Hill, Maryland

ETR Associates
Santa Cruz, California

CONTEMPORARY HEALTH SERIES

# A Family That Fits

## An *Actions for Health* Book

by ETR Associates
Illustrated by Nina Paley

ETR ASSOCIATES
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

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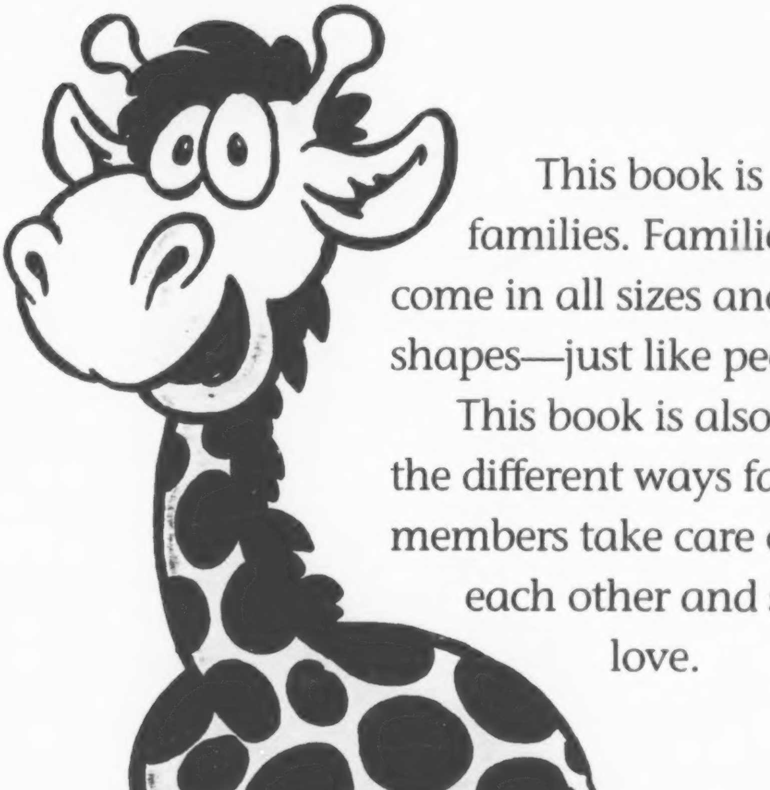
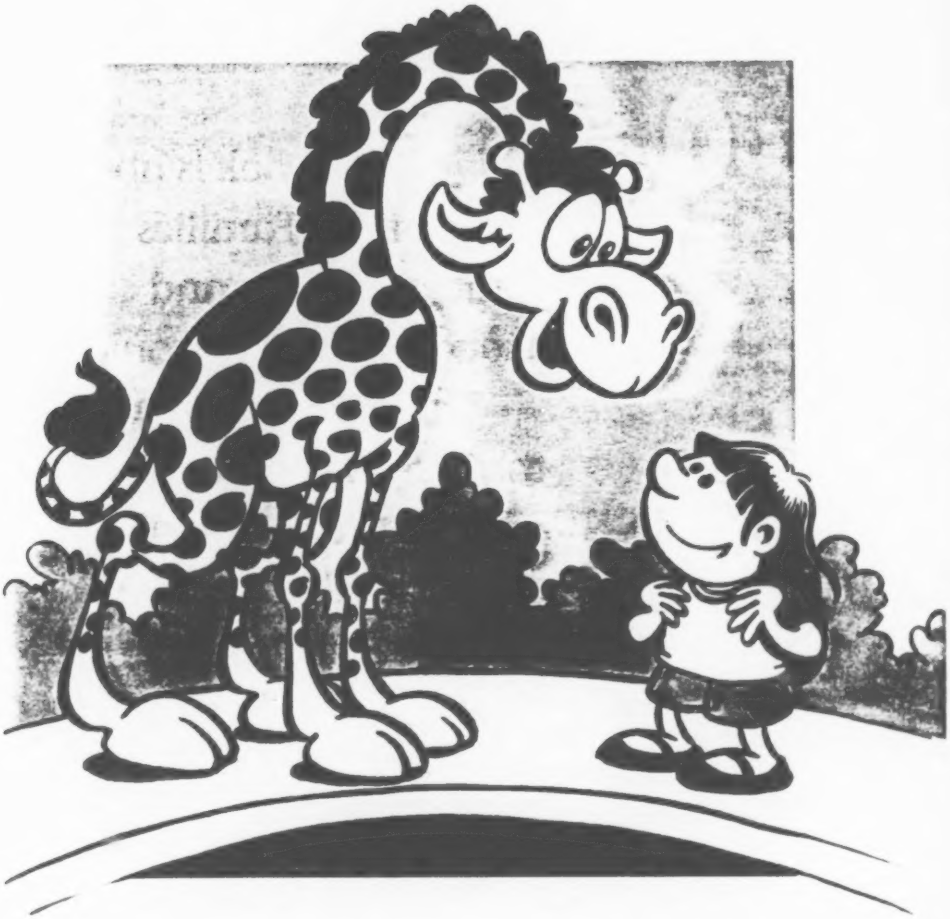
A Family that fits / by ETR Associates ; illustrated by Nina Paley.
p. cm. — (Contemporary health series)
"An actions for health book."
Summary: Jamal Giraffe visits his human friends and finds out what their families are like as he searches for a family that fits him.
ISBN 1-56071-103-5
[1. Family life—Fiction. 2. Giraffes—Fiction.] I. Paley, Nina, ill. II. ETR Associates. III. Series.
PZ7.F1987 1992
[E]—dc20 92-8361



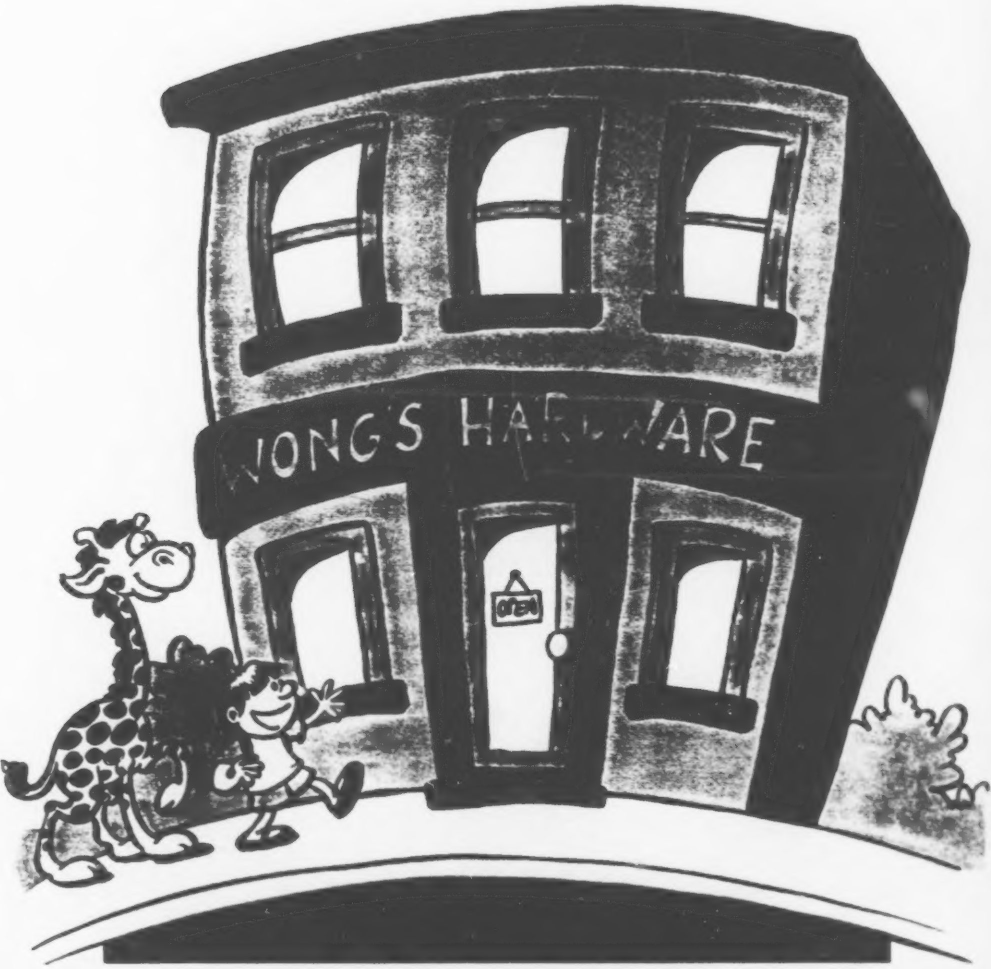
This book is about families. Families come in all sizes and shapes—just like people.

This book is also about the different ways family members take care of each other and show love.

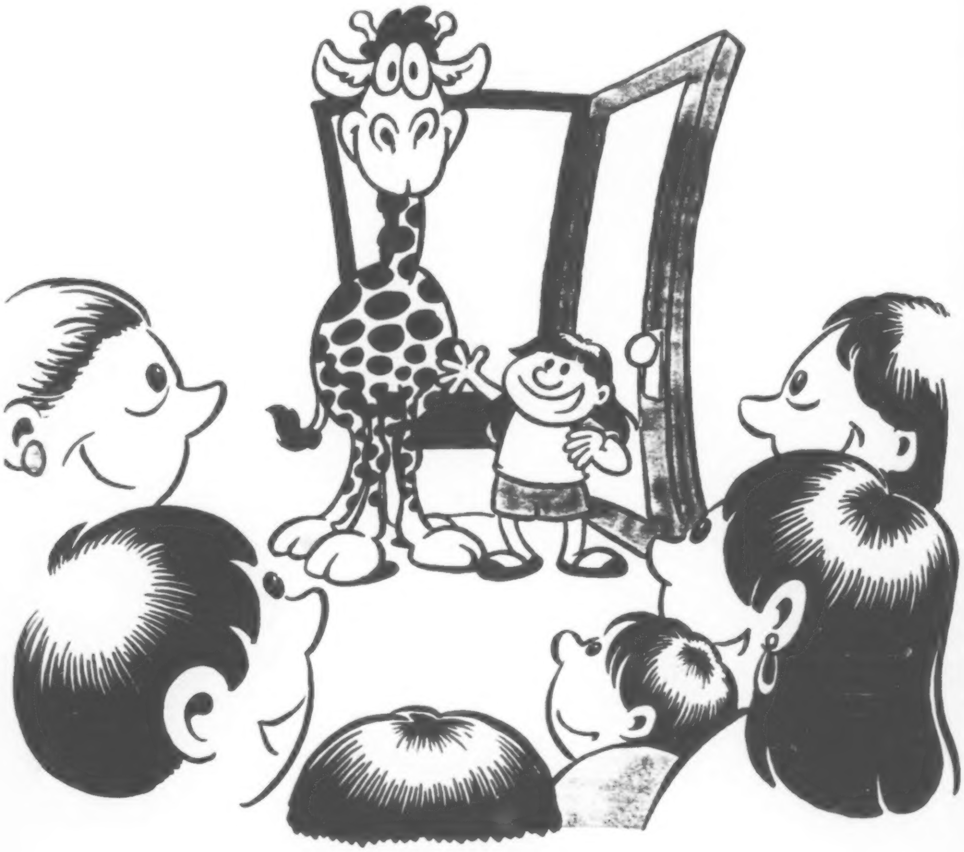


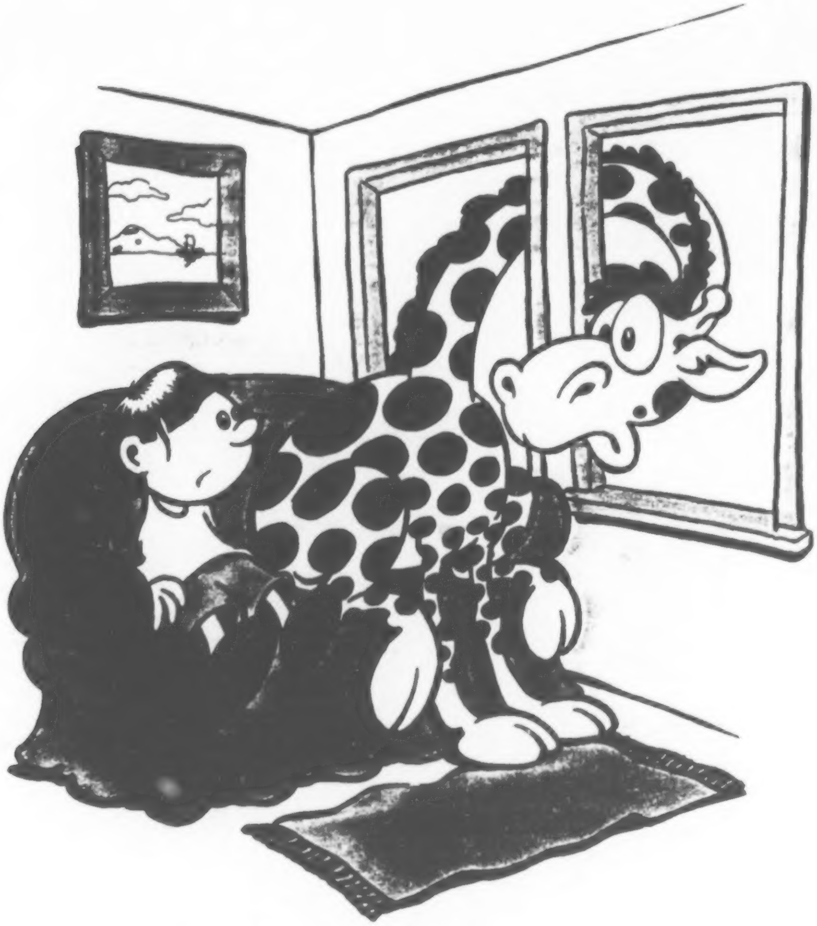
Jamal Giraffe was looking for a family. He had heard that a family was a nice thing to have. All of his playmates had families. Jamal asked his friend May if he could visit her family.

May took Jamal home. She lived in an apartment in the city. The apartment was over a store that her family owned.


WONG'S HARDWARE
OPEN

May introduced Jamal to her family. She lived with her grandmother and grandfather, her mother and father, her brother, her aunt and her baby sister. Everyone except May's baby sister worked in the store. They all smiled and welcomed Jamal.





Jamal walked upstairs to the apartment. It was hard, because the stairs were small and Jamal's legs were long. When he finally got upstairs, his neck was so long he had to stick his head out of the window when he sat on the couch.

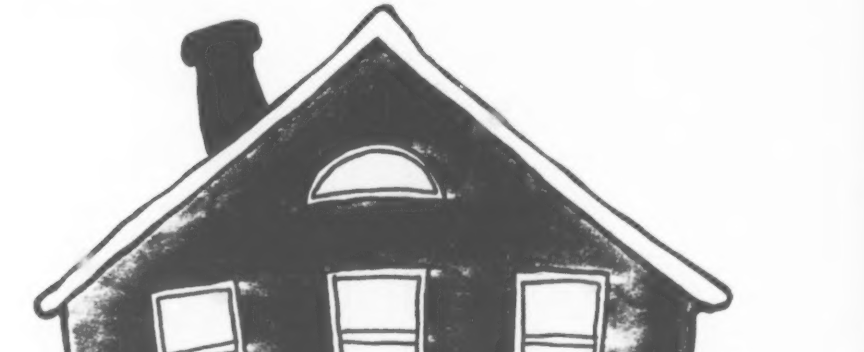
"Your family is very nice," Jamal said. "But giraffes need plenty of room." He said thank you and good-bye to May and her family.

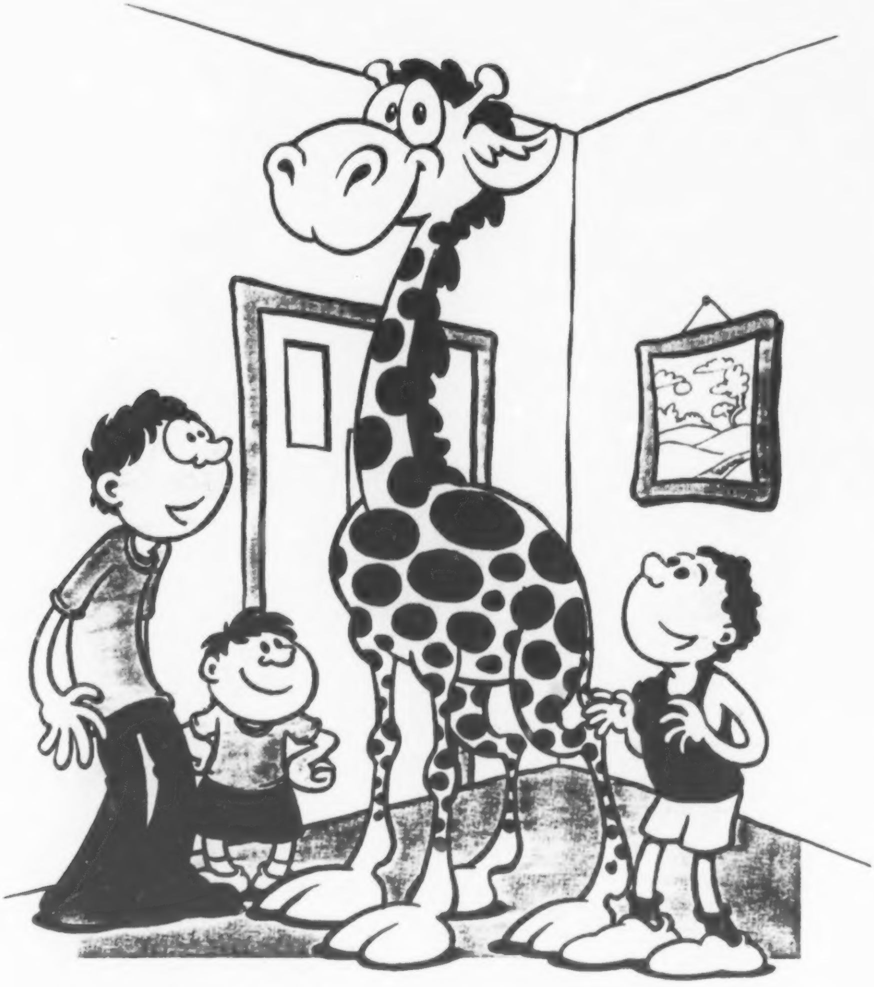
Jamal asked his friend Pedro if he could visit Pedro's family. Pedro said, "Sure!"

"Do you live in an apartment with steep stairs and low ceilings?" Jamal asked Pedro.

"No," Pedro said. "I live in a house on a street with other houses."

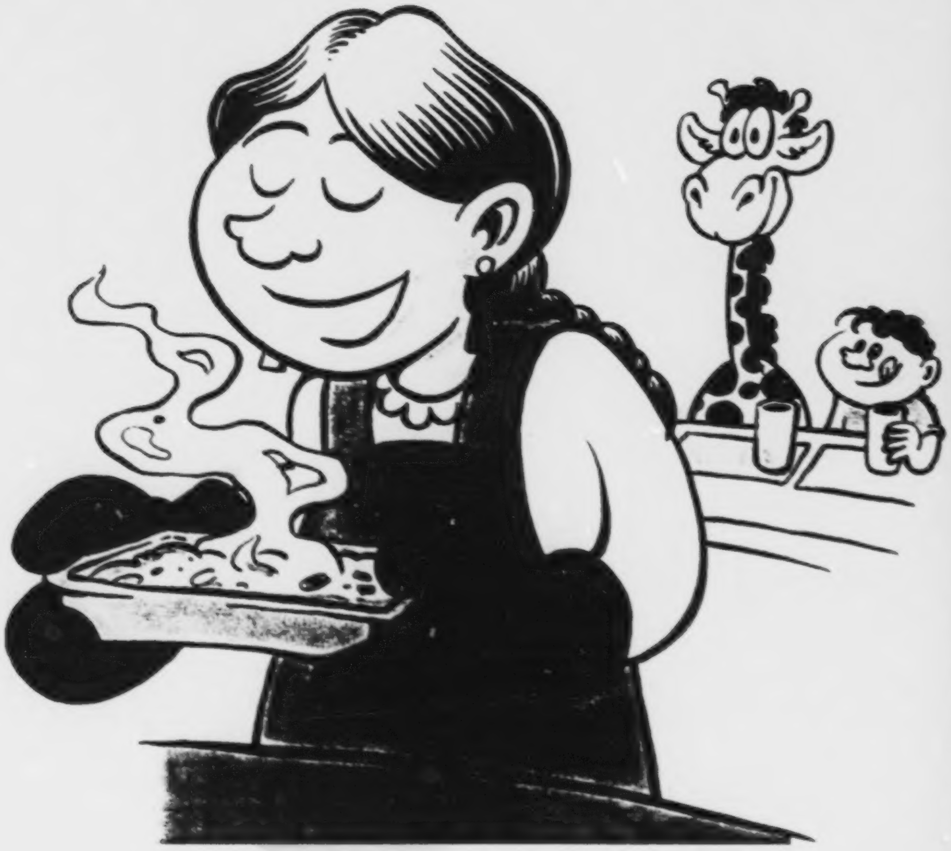
"That sounds great," Jamal said.





Jamal walked right into Pedro's house. It had high ceilings, so he could stretch out his neck.

Pedro lived with his mom and two brothers. His Mom was in the kitchen making dinner. Jamal was very hungry. He was happy when Pedro's mom asked him to stay for dinner.



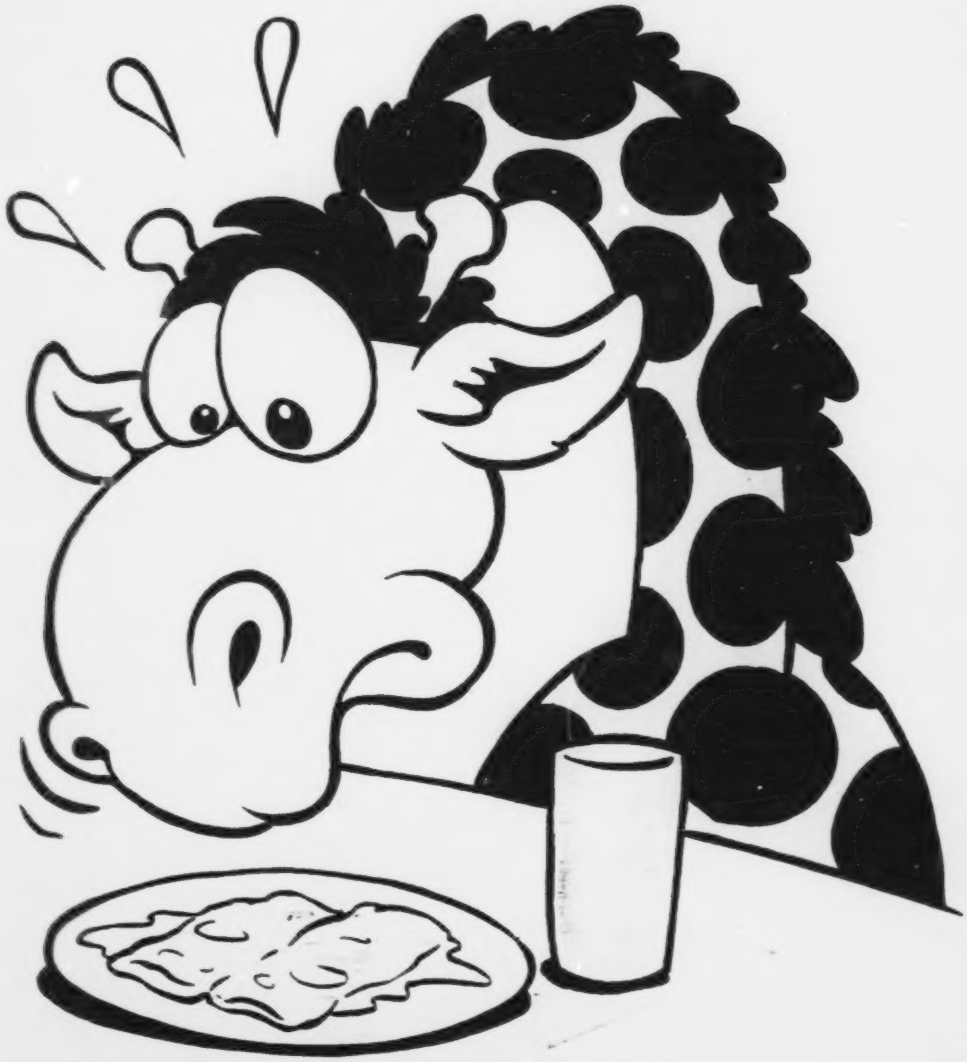
Pedro's mom took a big pan of food out of the oven.

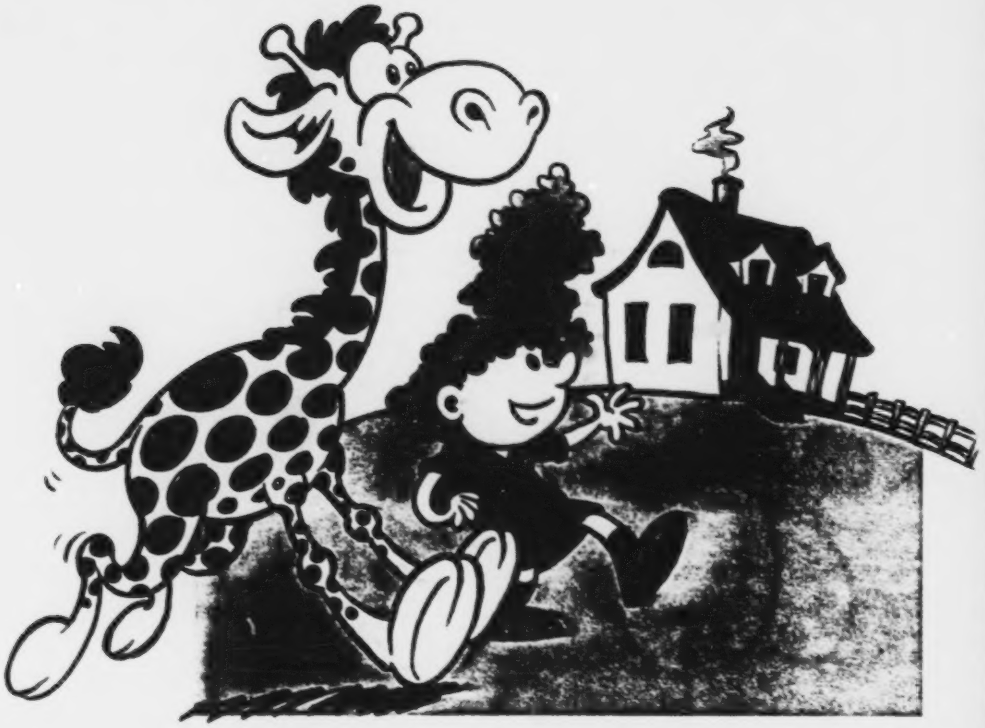
"What is it?" Jamal asked.

"Cheese enchiladas!" Pedro said. "My mom's are the best!"

Jamal sniffed the food. Then he said sadly, "This dinner smells good, but giraffes don't eat cheese enchiladas."

He said thank you and good-bye to Pedro's family and set off again.

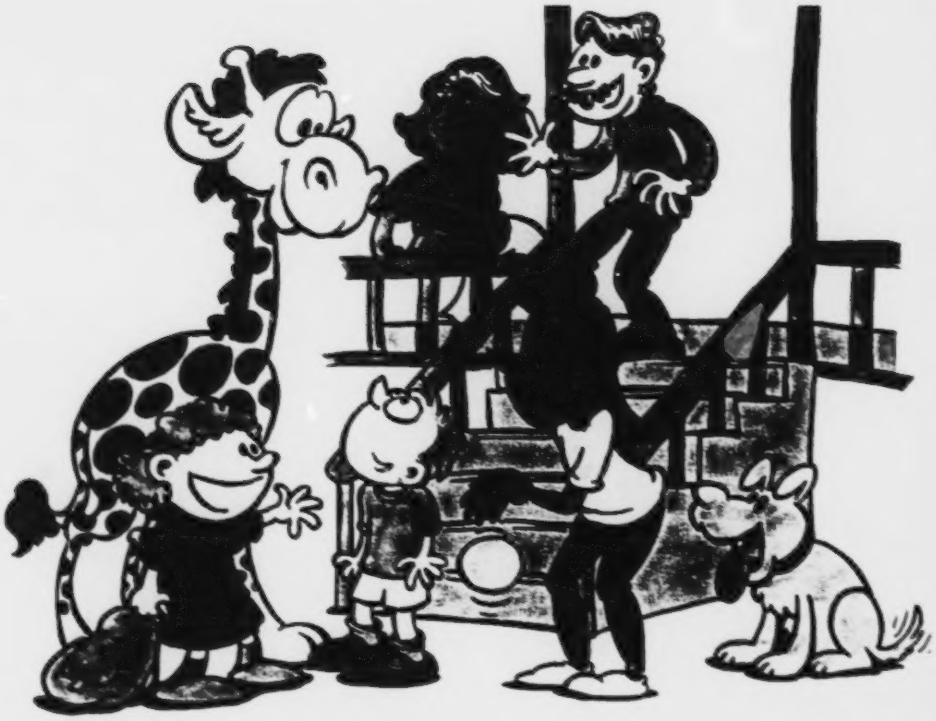




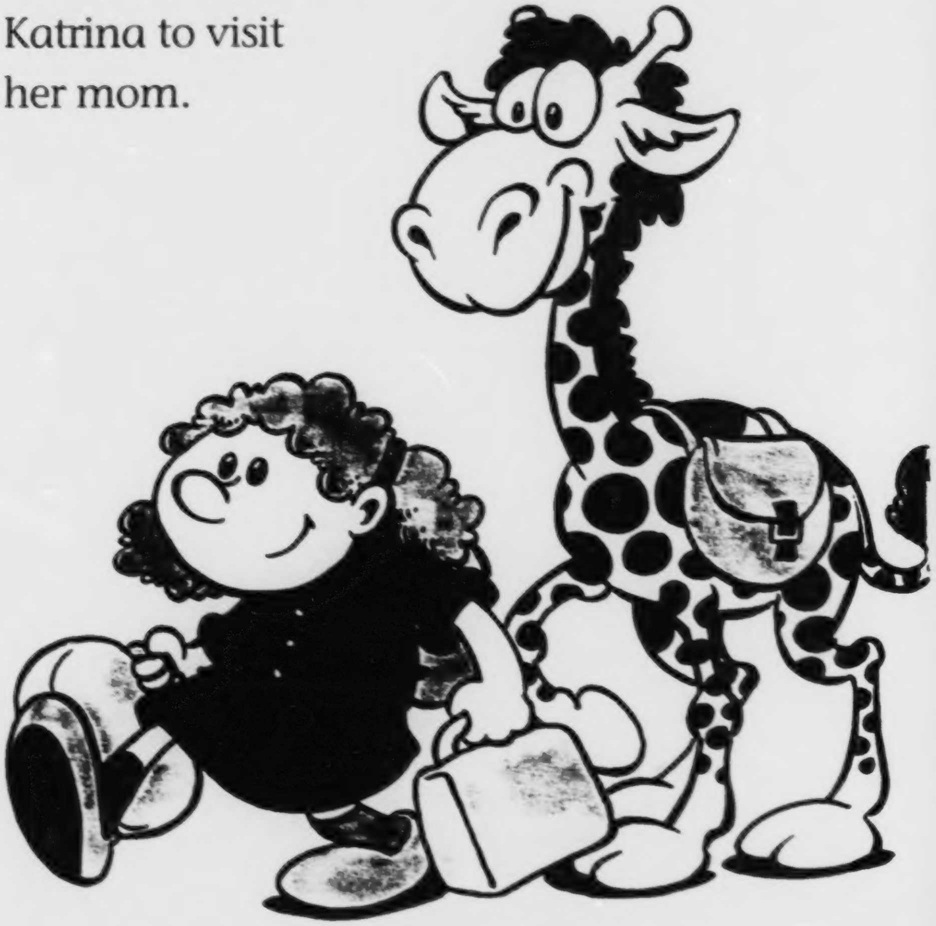
Jamal's friend Katrina lived on a farm with her family. There were lots of green leaves on bushes and trees for Jamal to eat. There was also a big oak tree for Jamal to sleep under at night.

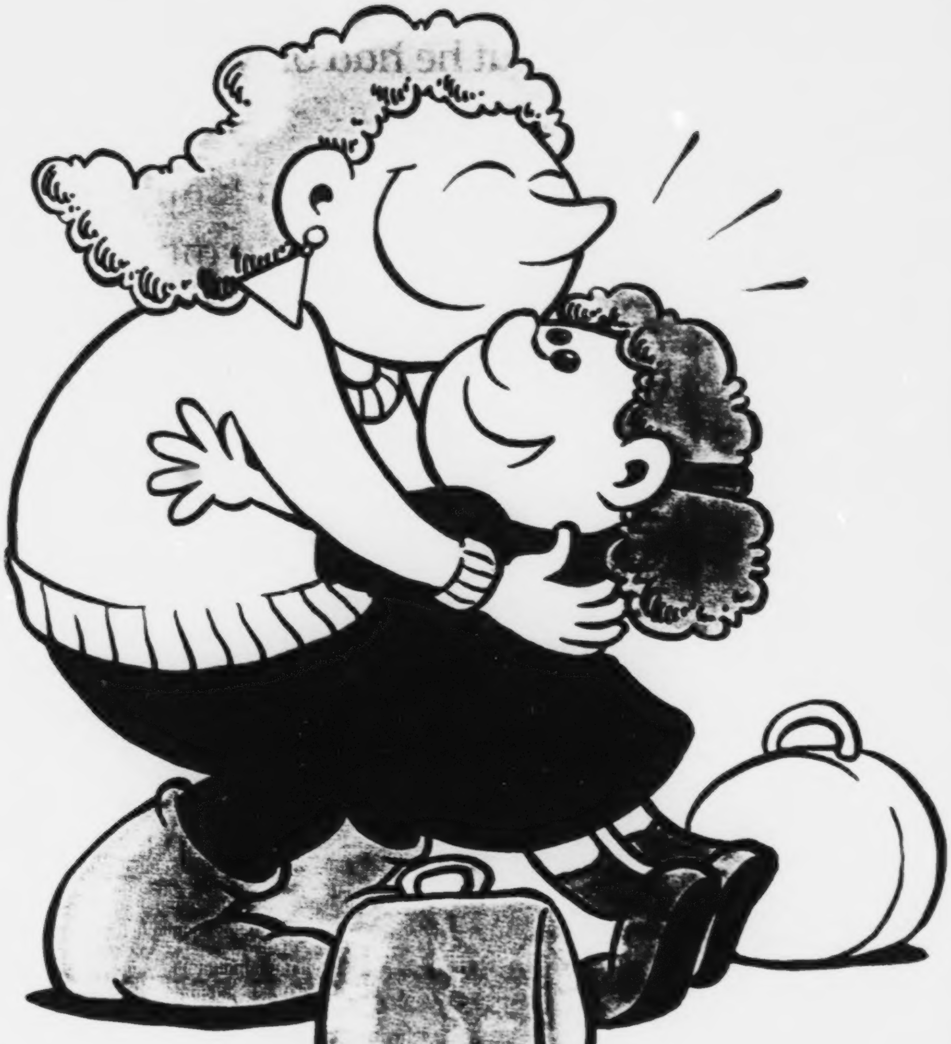
Jamal was certain that this family was right for him.

Katrina lived with her father, her stepmother, her brother and her stepsister. Every other weekend, Katrina went to stay with her mom at her mom's mobile home in town.



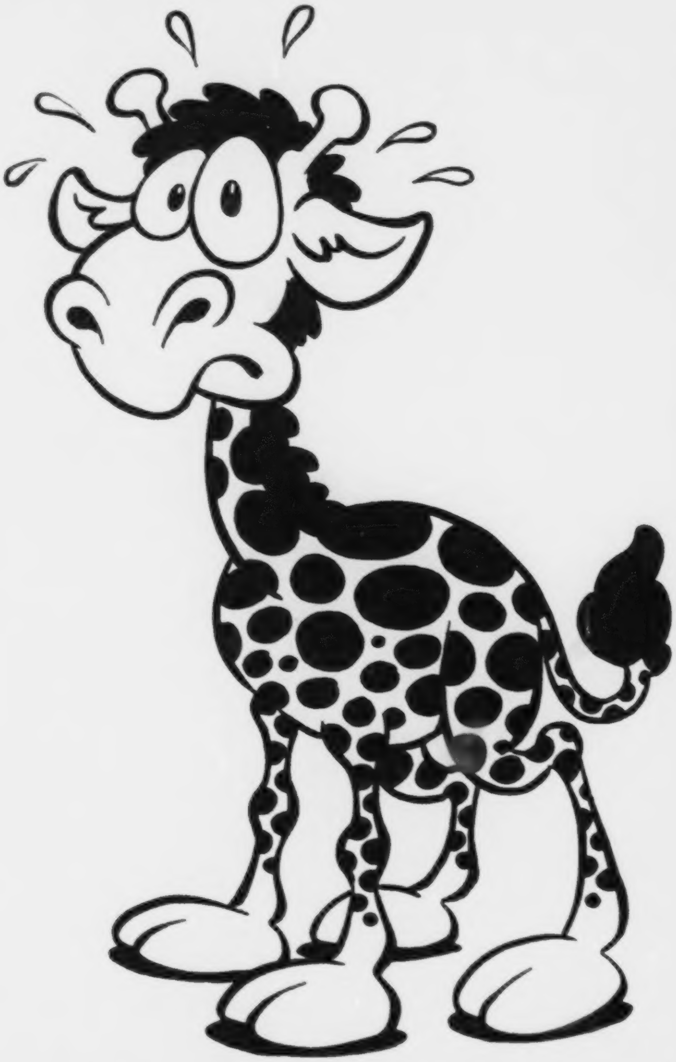
Jamal thought that was neat. Katrina had two families—one in the country and one in town. He went with Katrina to visit her mom.



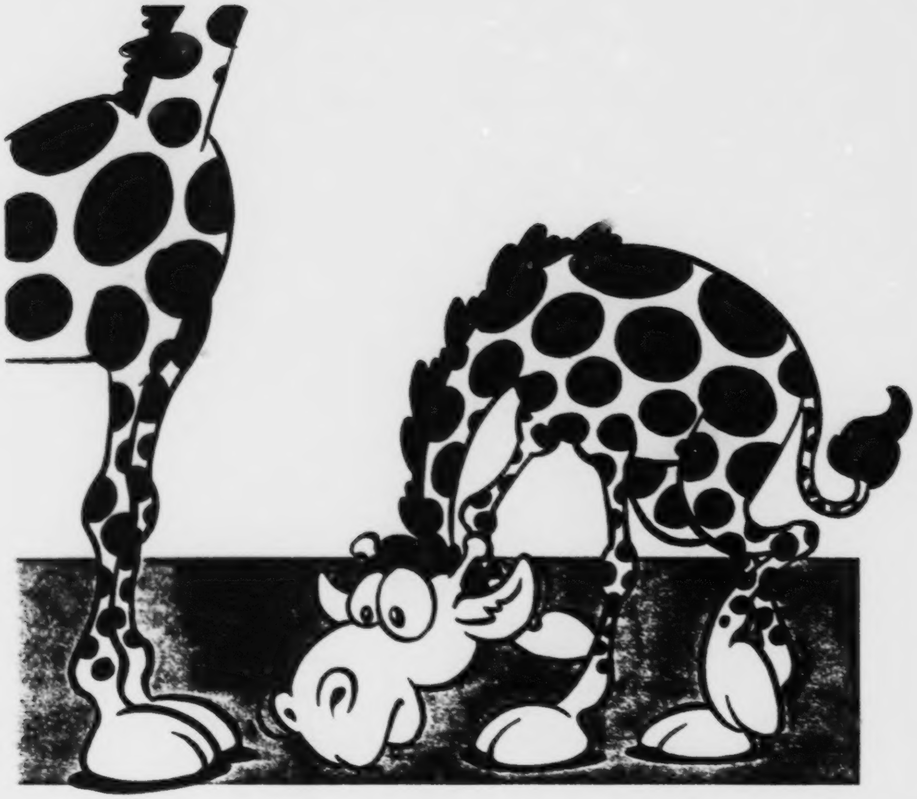


When Katrina got to her mom's home, she gave her mom a big hug. Her mom hugged her and kissed her. "I'm so glad to see you, sweetie," Katrina's mom said.

Jamal was sad. He wanted to hug Katrina's mom, too. But he had only legs, no arms. He just watched.



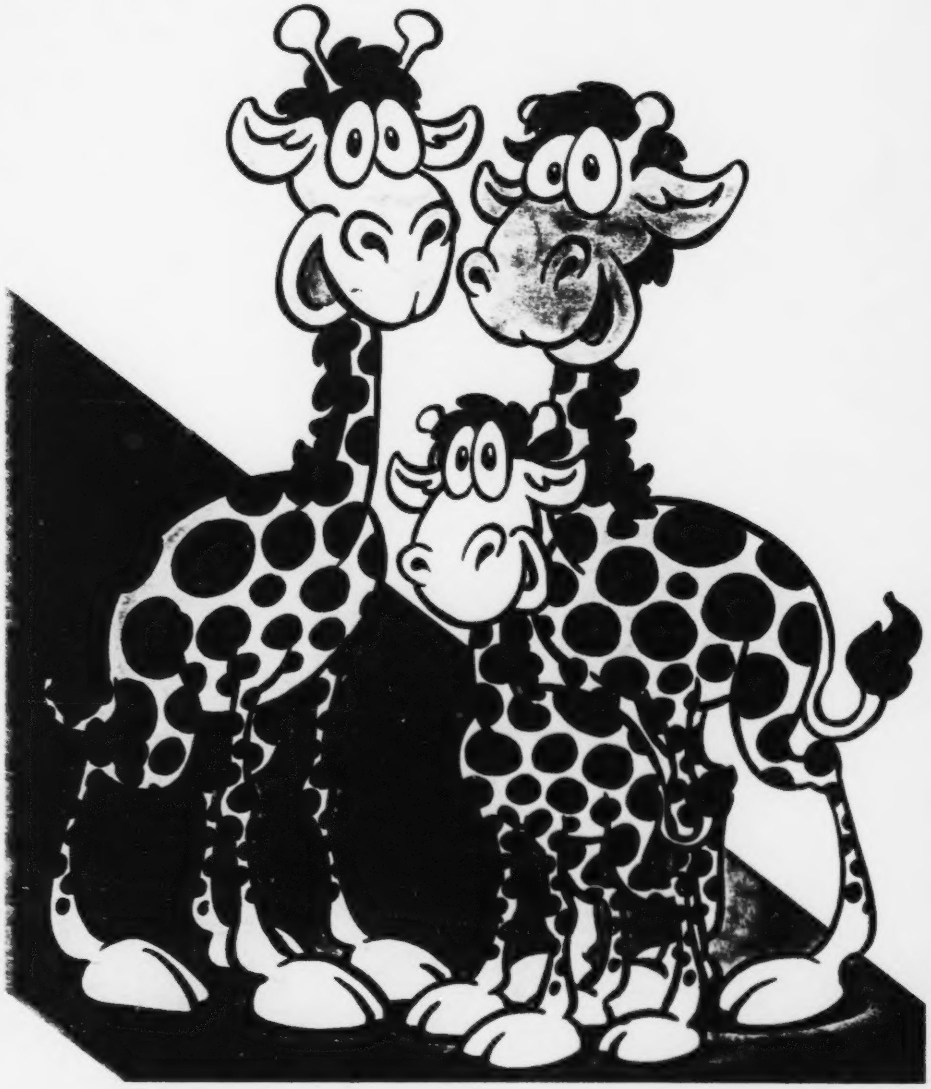
"Hugs are really special," Jamal said. "But giraffes don't have arms." He said thank you and good-bye to Katrina and her mom.

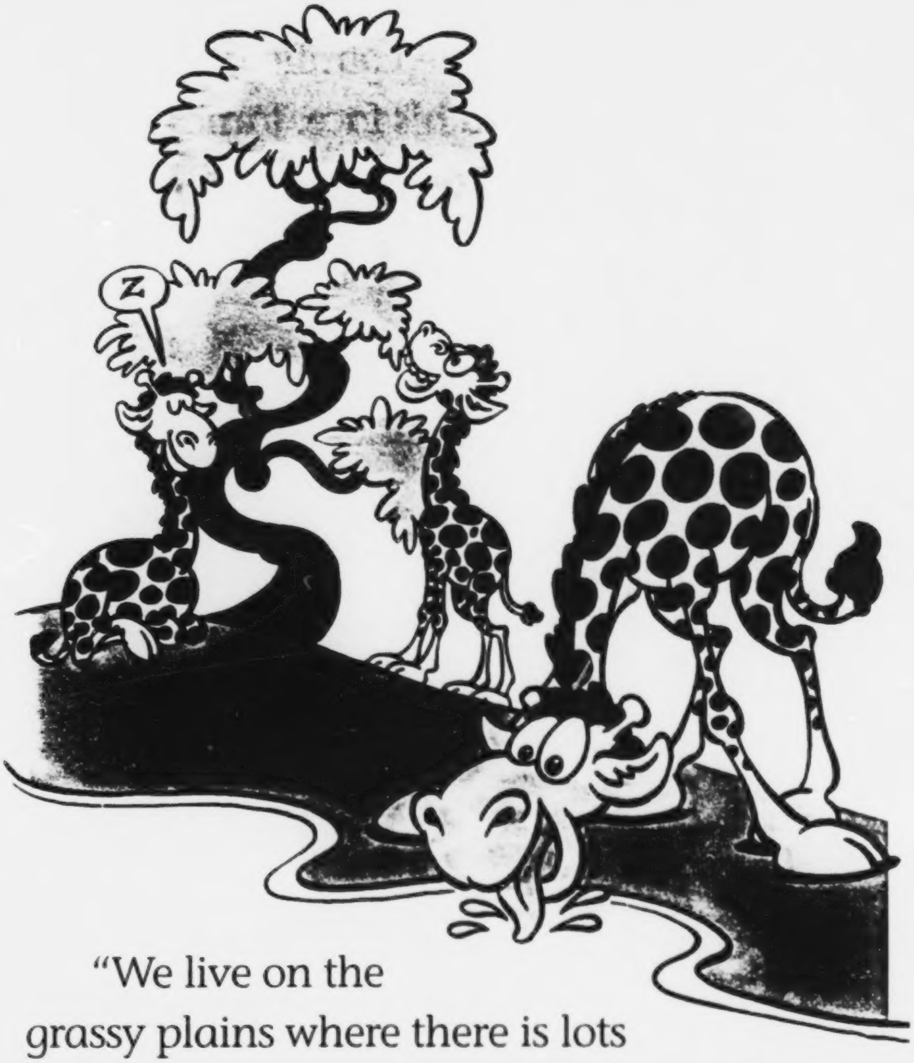


Jamal walked a long, long way with his long neck hanging down. Then he saw some hoofs that looked just like his right in front of him.

He looked up and saw three giraffes. One was very tall, one was medium-sized, and one was just about his size.

"We heard you were looking for a family," they said.

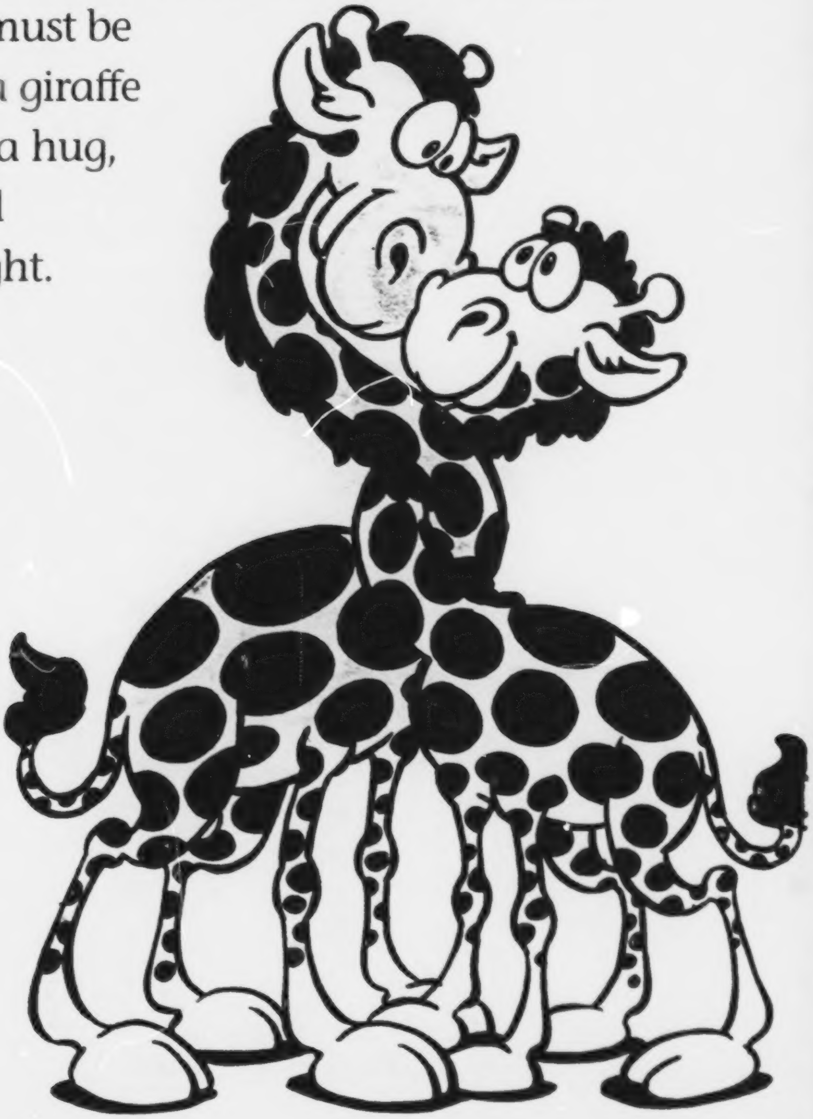




"We live on the grassy plains where there is lots of giraffe food! We have nice trees to sleep under," the tallest giraffe said.

Jamal thought about May's family. There would be plenty of room for him on the plains. He thought about Pedro's family. There would be plenty of giraffe food on the plains, too.

Then the medium-sized giraffe rubbed Jamal's neck and licked his face. Jamal thought about Katrina and her mom. This must be how a giraffe gives a hug, Jamal thought.



"I think this family will take care of me just fine. It is a fine fit for me," Jamal said.

# A Family That Fits

This book is about the different ways family members care for each other. Jamal Giraffe visits his friends and learns that families come in many shapes and sizes. Will Jamal find his own special family?

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

ETR ASSOCIATES

ETR Associates
Santa Cruz, California

An Actions for Health Book

ETR ASSOCIATES

CONTEMPORARY HEALTH SERIES

# The Golden Treasure

An *Actions for Health* Book
by ETR Associates
Illustrated by Nina Paley

ETR ASSOCIATES
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

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Design by Ann Smiley

Title No. H013

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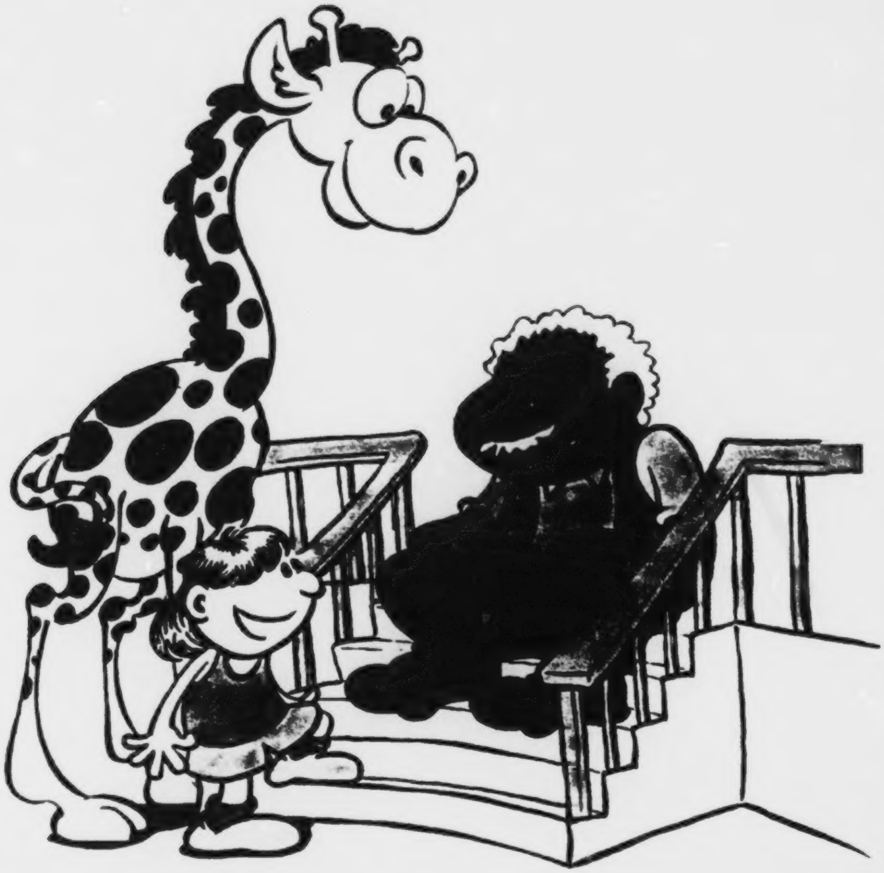
The Golden treasure / by ETR Associates ; illustrated by Nina Paley.
p. cm. — (Contemporary health series)
"An actions for health book."
Summary: Sarah and Jamal Giraffe go on a treasure hunt with their friend Mr. Johnson and find a healthy snack at the end.
ISBN 1-56071-104-3
[1. Treasure Hunts—Fiction. 2. Giraffes—Fiction. 3. Peach—Fiction.] I. Paley, Nina, ill. II. ETR Associates. III. Series.
PZ7.G5648 1992
[E]—dc20 92-8360

This book is about a special treasure hunt. Good health is a treasure worth searching for.

This book is also about rewarding healthy choices.



One lazy summer day, Sarah and Jamal went to visit their friend Mr. Johnson. Mr. Johnson was sitting on his front porch.

"Hi, Mr. Johnson," Sarah said. "What are you doing today?"

"I was just thinking about a wonderful treasure," Mr. Johnson said.

"What is the treasure?" Sarah asked.

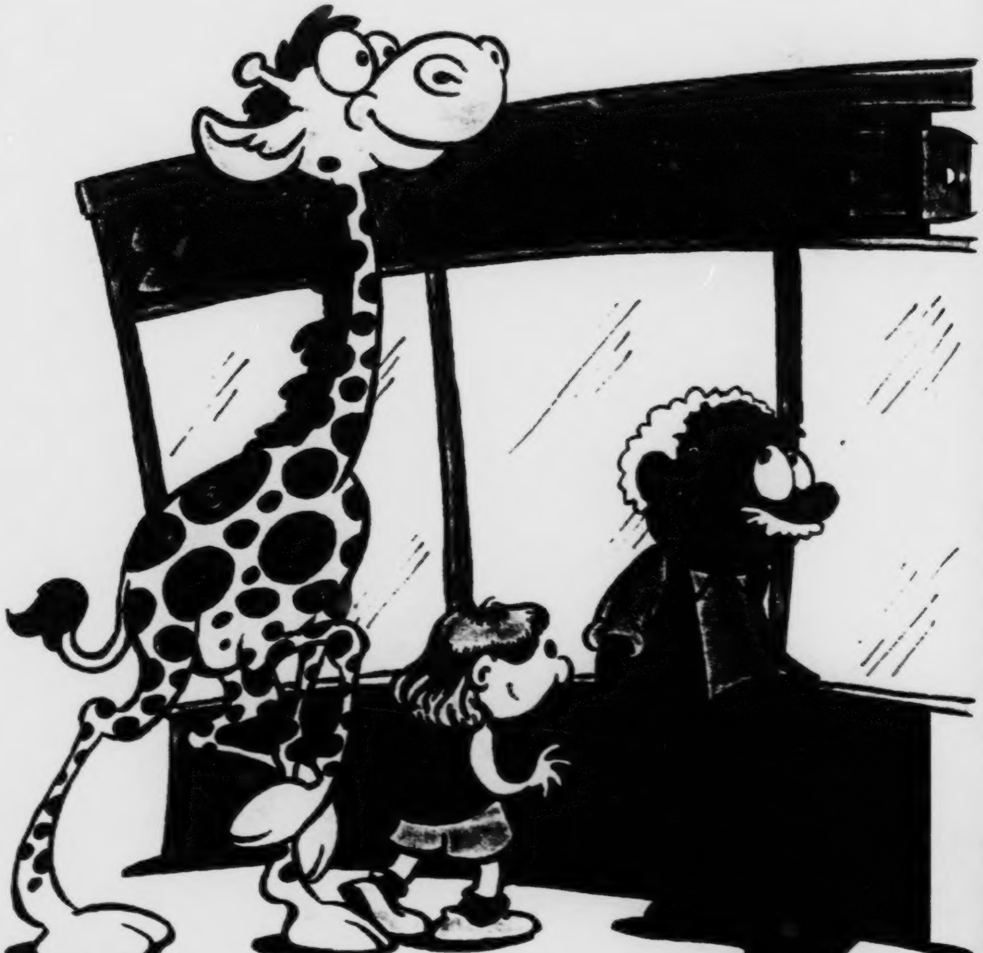
"We have to find it," Mr. Johnson said.
"How will we find it?" Jamal asked.

"We will have to hunt for clues," Mr. Johnson said. "I have the first clue here in my pocket. It says:

*To find something that's really sweet,*
*start your treasure hunt on Main Street.*

So the three friends set off. As they walked down Main Street, Mr. Johnson and Sarah looked in the shop windows for clues.

"Stretch your neck up high, Jamal," Mr. Johnson said. "You can look on the rooftops."

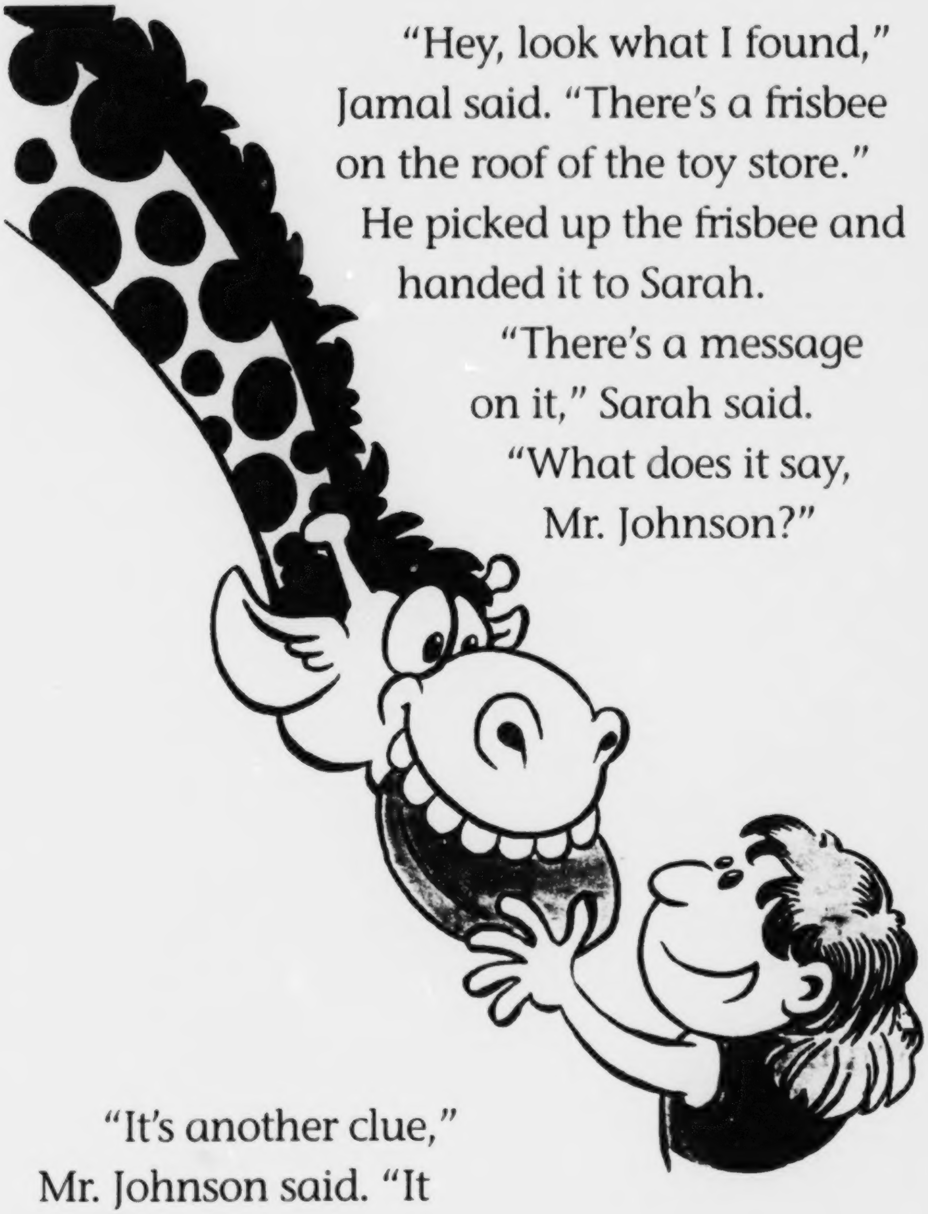


"Hey, look what I found," Jamal said. "There's a frisbee on the roof of the toy store."

He picked up the frisbee and handed it to Sarah.

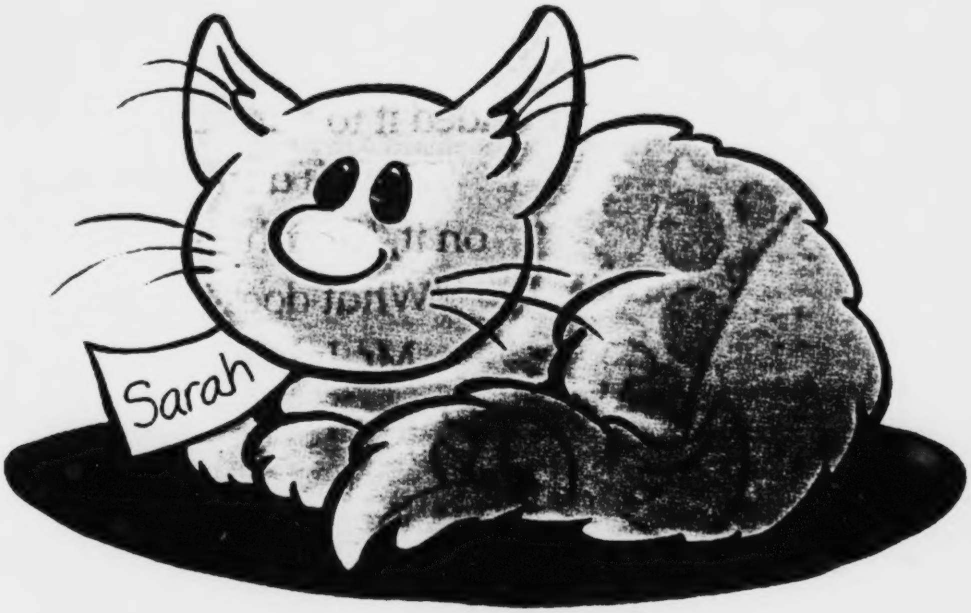
"There's a message on it," Sarah said.

"What does it say, Mr. Johnson?"



"It's another clue," Mr. Johnson said. "It says:

> *The treasure is round just like me,*
> *But the treasure grows on a tree.*



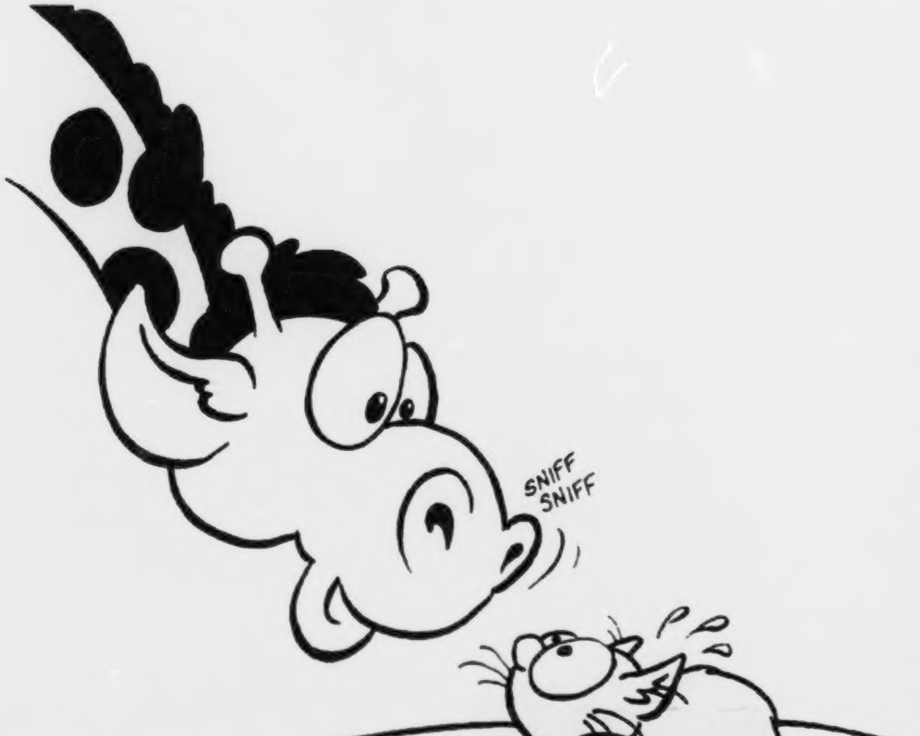
The three friends kept walking down Main Street. "Watch out for clues down below, Sarah," Mr. Johnson said. "You can look in the windows."

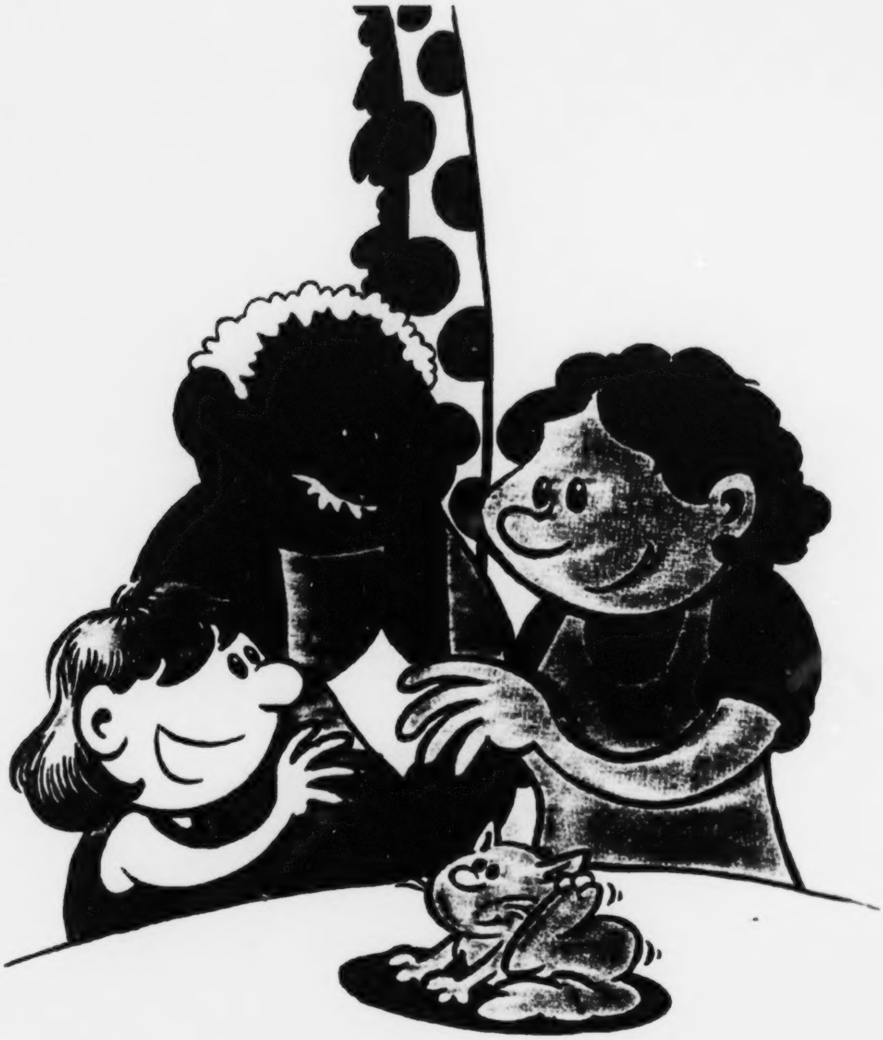
Sarah saw a kitten in the pet store window. The kitten had a note pinned to its collar. The note had Sarah's name on it.

Sarah and Mr. Johnson went into the store. Jamal stuck his head in the door to sniff the kitten.

"Ms. Sanchez, that kitten in the window has a note with my name on it," Sarah said.

"Oh, yes," Ms. Sanchez said. "That note's for you to read. Let me get it for you."

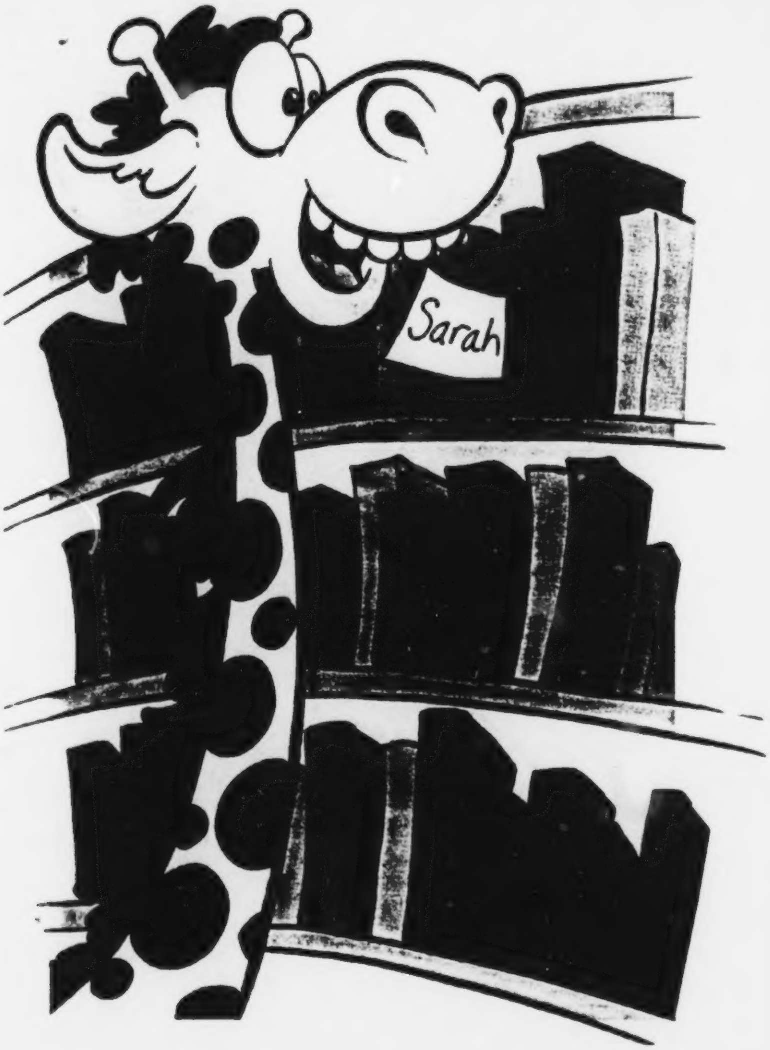




Ms. Sanchez unpinned the note from the kitten's collar and handed it to Sarah. Sarah opened the note and asked Mr. Johnson to help her read it. It said:

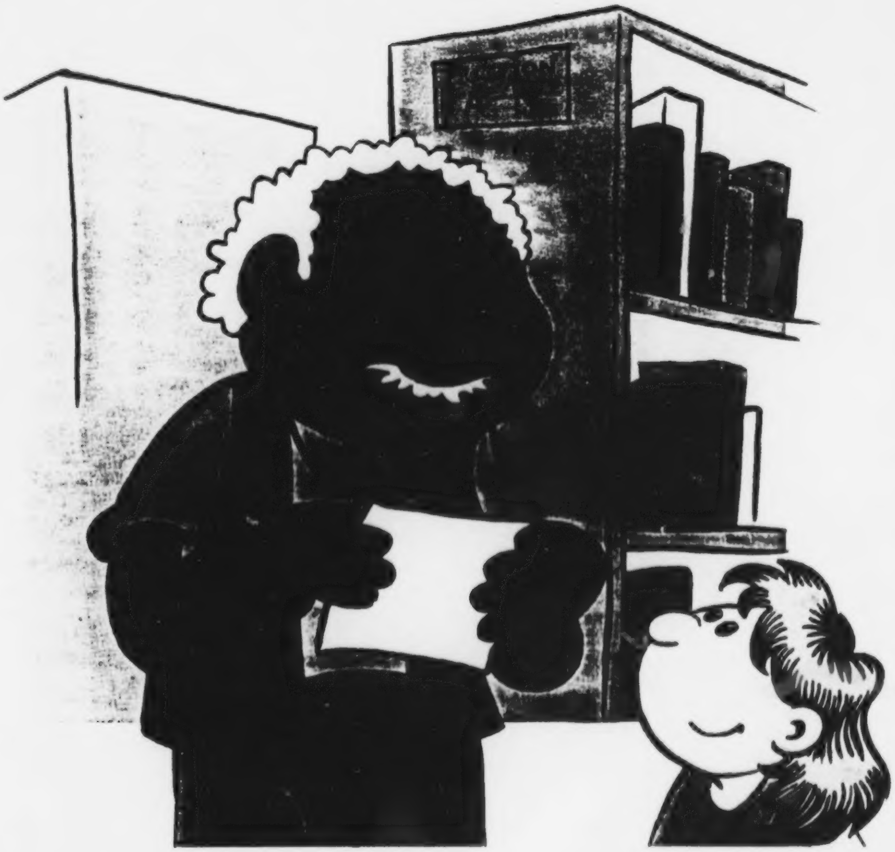
> *The inside of the treasure is*
> *golden and juicy.*
> *The outside is soft and furry like me.*

"Next, the bookstore," Mr. Johnson said. "It has a tall ceiling, so Jamal can fit inside."



Jamal found a piece of paper in a book on a high shelf.

"Look what I found," Jamal said. He handed the paper to Mr. Johnson.



"What is it?" Jamal asked.

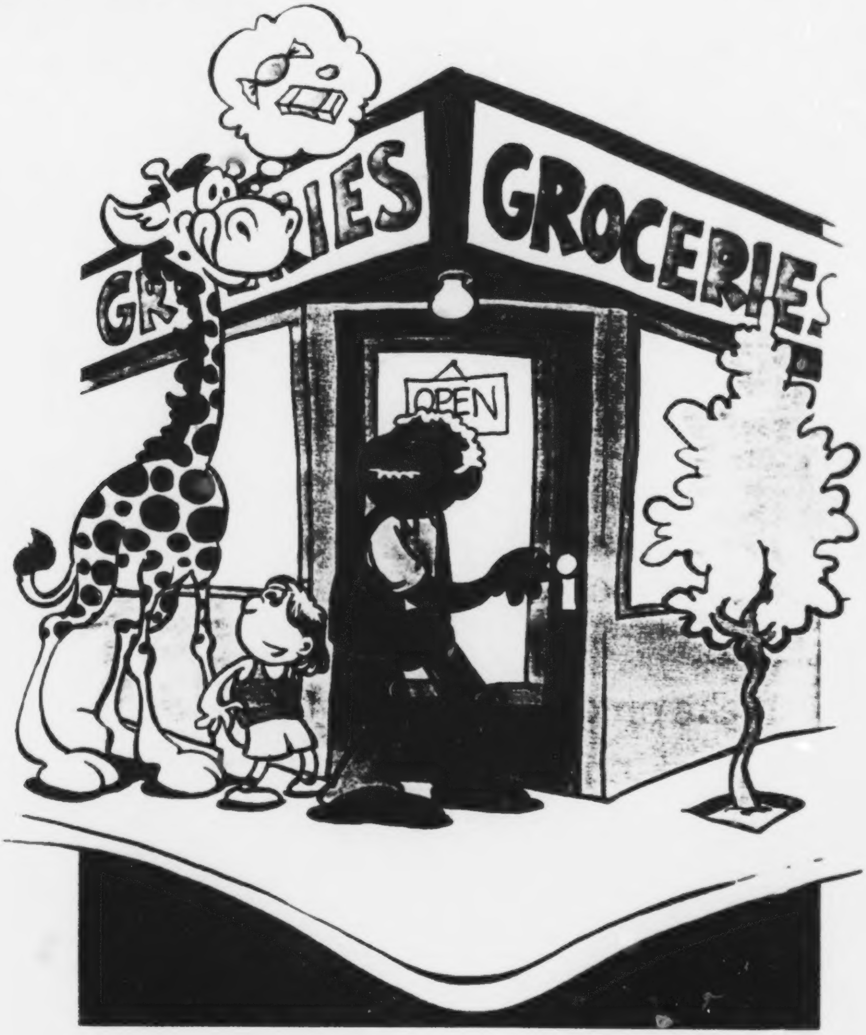
"It's another clue," Mr. Johnson said. He read it to Sarah and Jamal. It said:

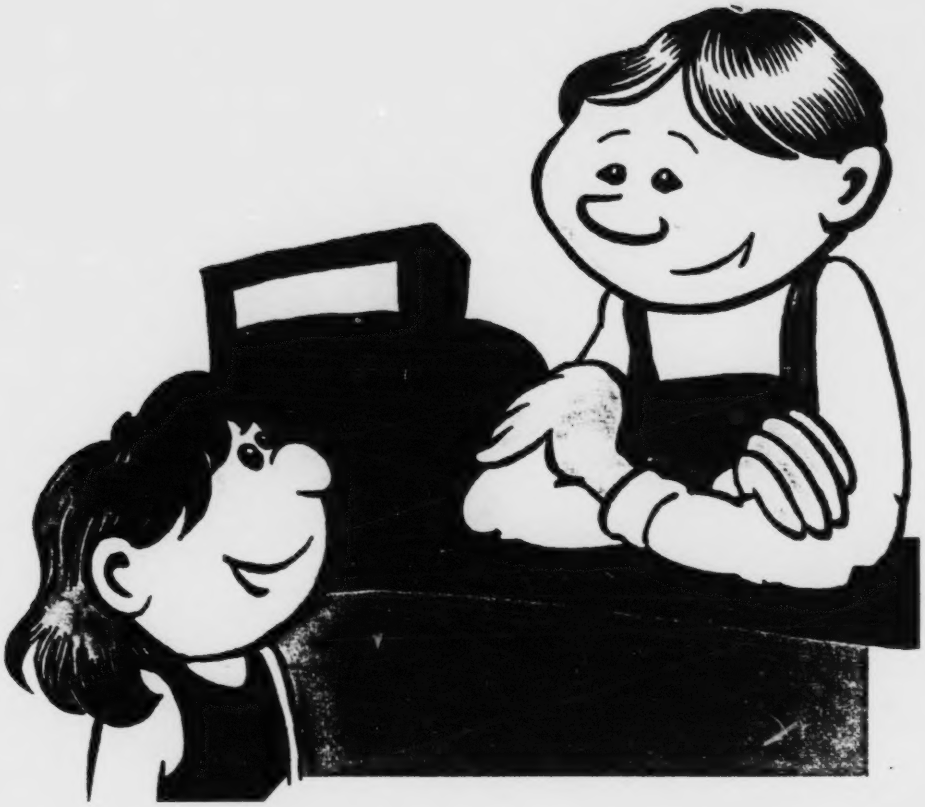
*The treasure is golden, juicy and sweet.*
*A round ball that's good for you to eat.*

"The grocery store is full of good things to eat," Sarah said.

"Maybe the treasure is a candy bar," Jamal said. "Candy is sweet and good to eat."

"No," Sarah said. "The clue said the treasure is good for you to eat. Candy isn't good **for** you."



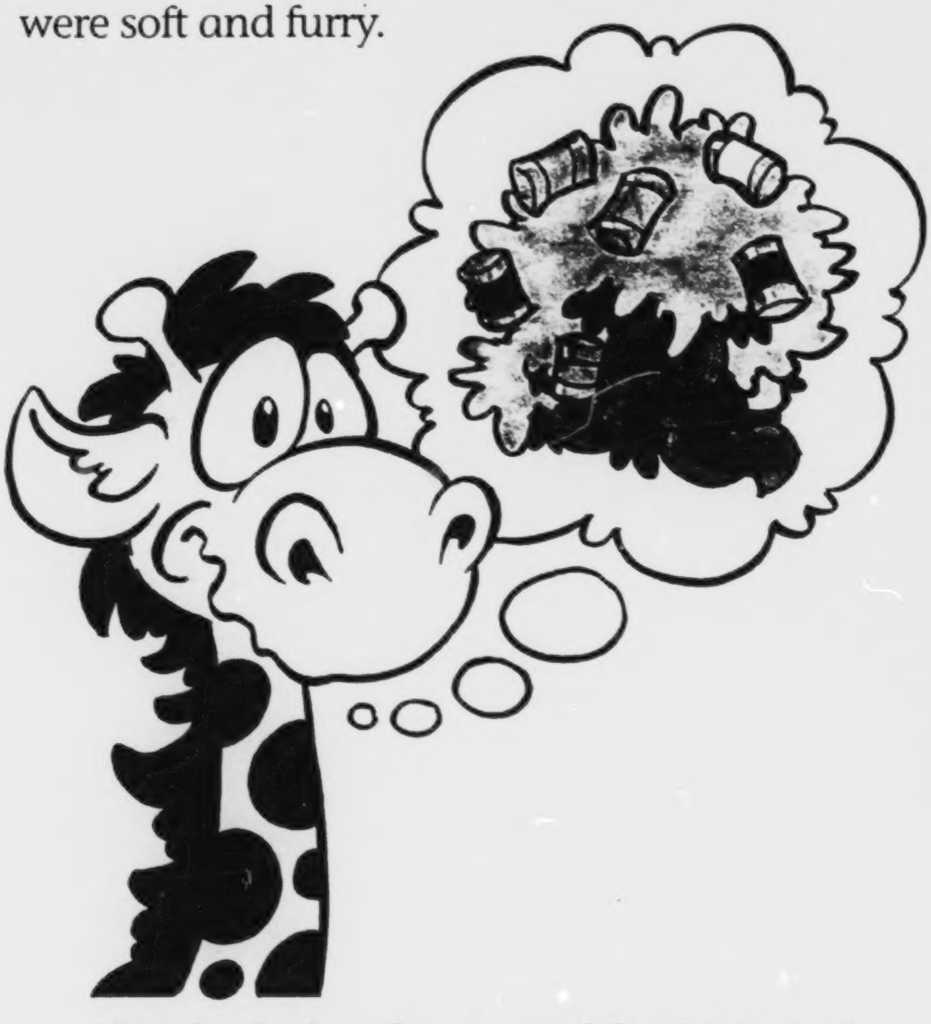


At the grocery store, Sarah said hello to Mr. Tran.

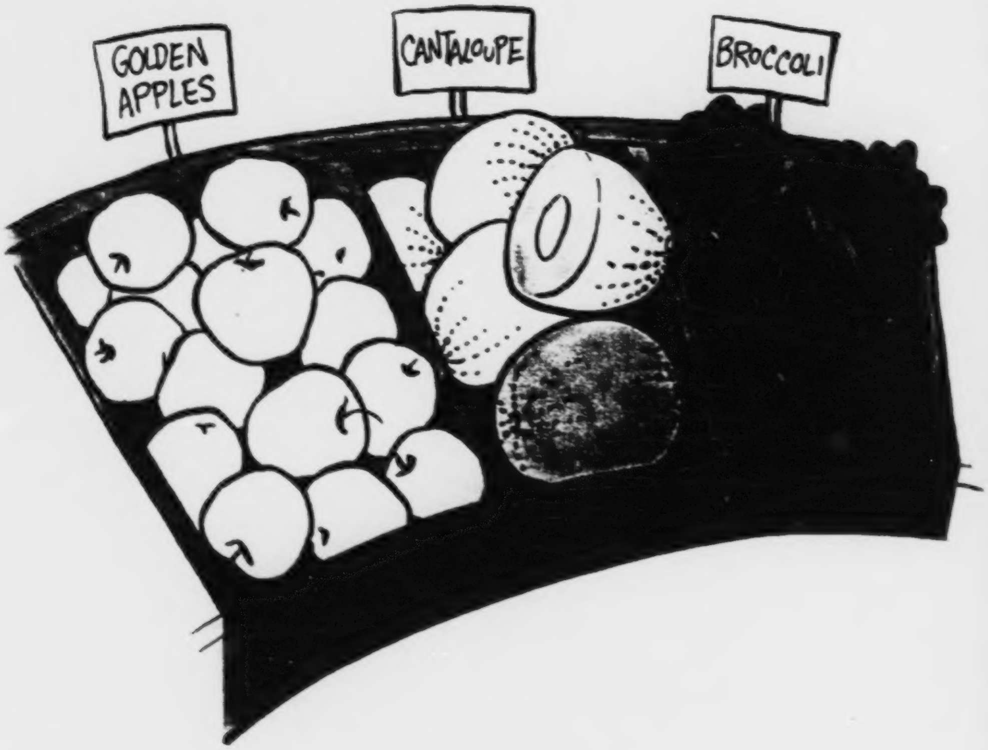
"We're on a treasure hunt," she told him. "We're looking for something golden, juicy and sweet that's good for you to eat. Do you have anything like that?"

"Oh, yes," Mr. Tran said. "Just look around until you find it."

The three friends looked at the cartons of milk and yogurt and cottage cheese. Some of the cartons were round, but none of them were soft and furry.



They looked at the canned food. Most of the cans were round, but they weren't soft and furry. "And I don't think I've ever seen a can grow on a tree," Jamal said.


GOLDEN APPLES
CANTALOUPE
BROCCOLI

At the back of the store, they saw piles of fruits and vegetables.

"Maybe it is a golden apple," Jamal said. "I love golden apples! I know they grow on trees."

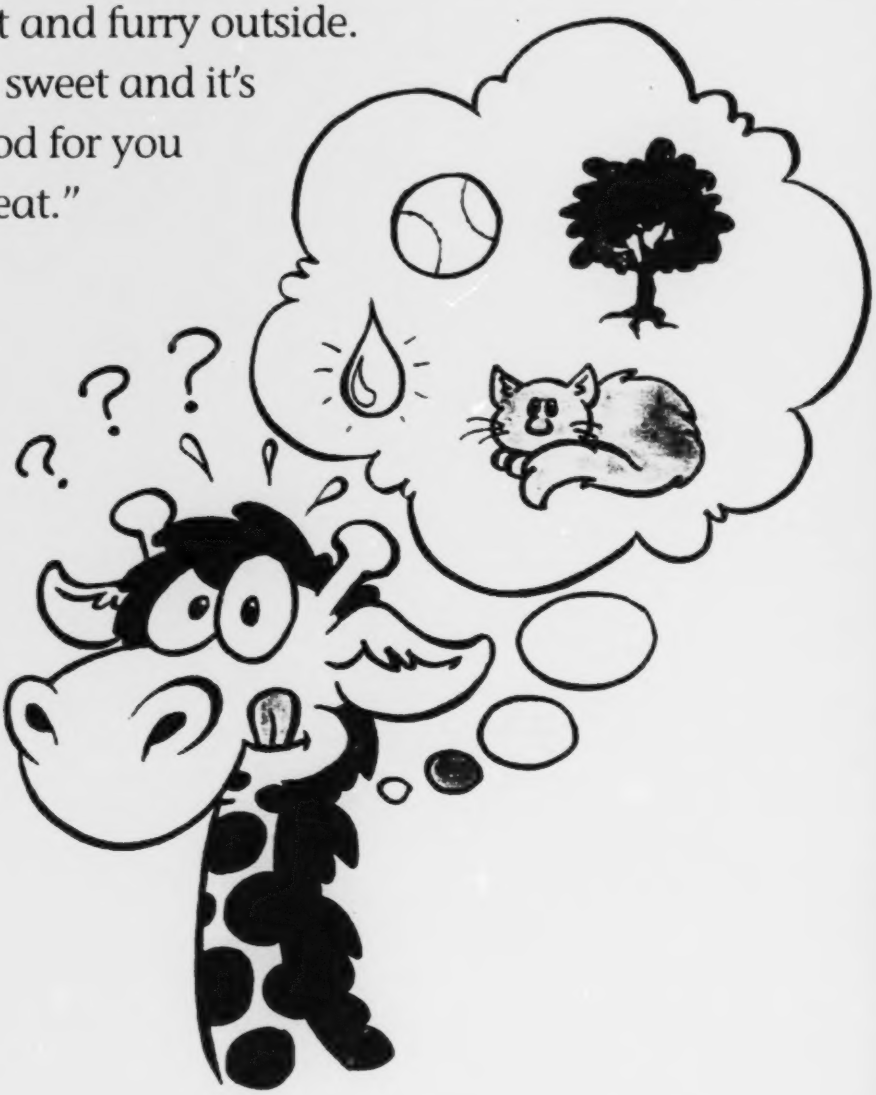
"But golden apples are smooth on the outside," Sarah said. "The treasure is soft and furry. What about kiwi fruit?"

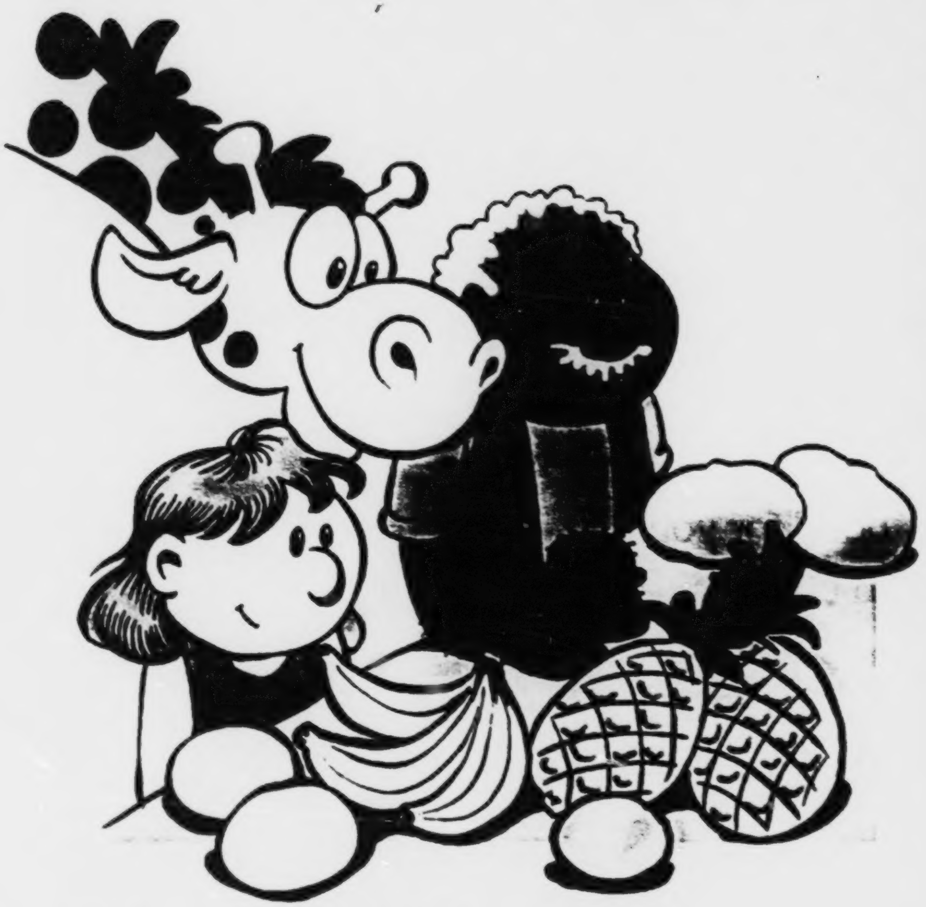
Then Sarah saw something.

"I know what the treasure is," she said. "Do you know, Jamal?"

Jamal shook his head.

"The treasure is round," Sarah said. "It grows on trees. It's golden and juicy inside and soft and furry outside. It's sweet and it's good for you to eat."

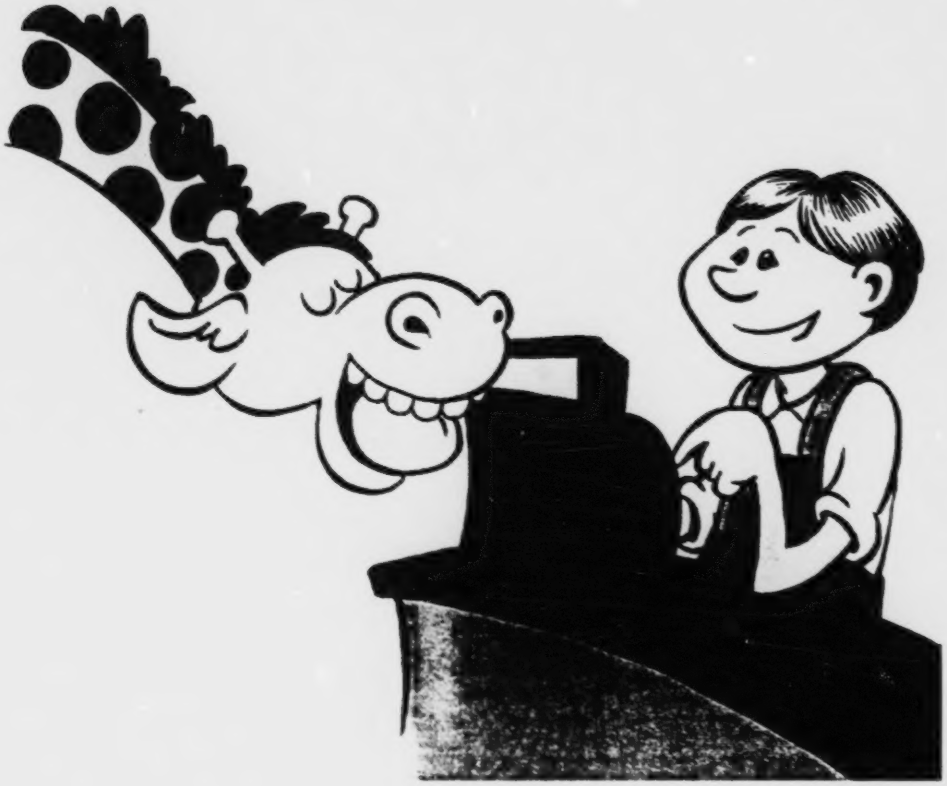




"What's kiwi fruit?" Jamal asked.

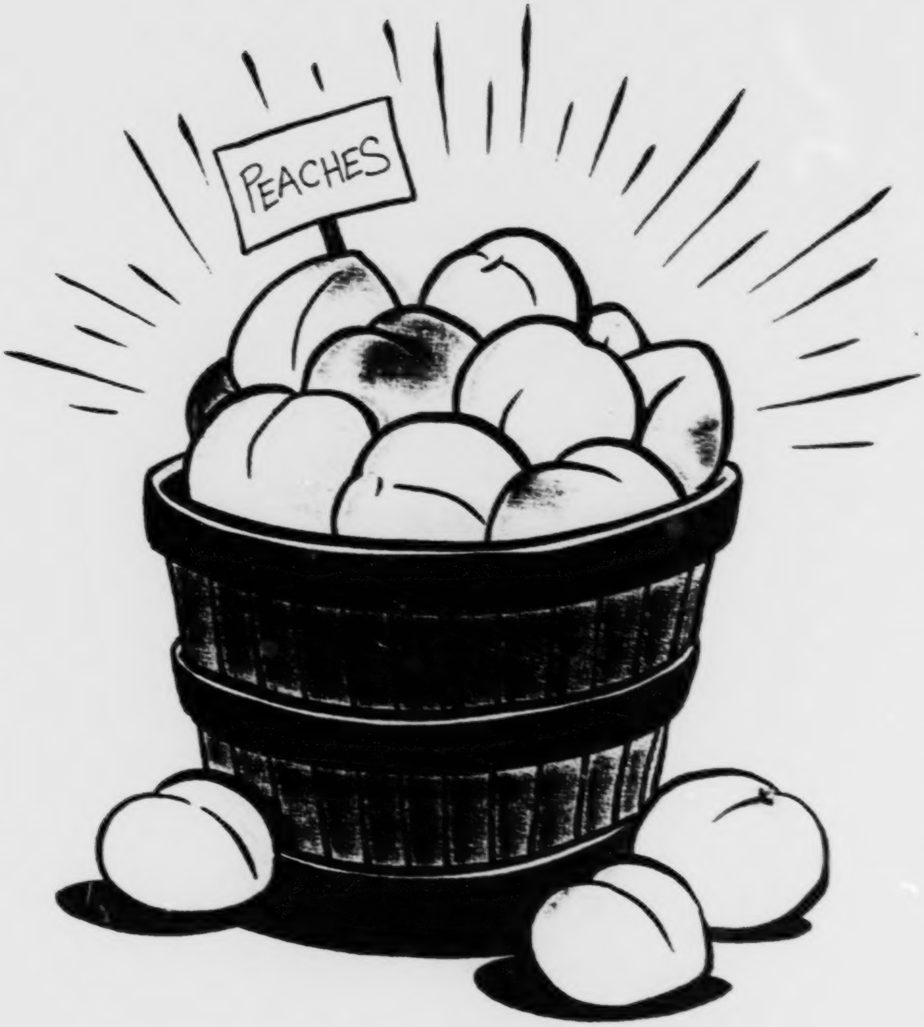
"It's a fruit with a brown, fuzzy skin," Mr. Johnson explained. "But kiwi fruit is green inside. We're looking for a golden treasure."

The three friends looked at the golden bananas, but bananas aren't round. They looked at pineapples. Pineapples are golden on the inside, but they're not soft and fuzzy on the outside.



"Look at our treasure," Sarah said.

"Peaches are a wonderful treasure," Mr. Tran said. "You were very patient to think about all the clues and find such a treasure."



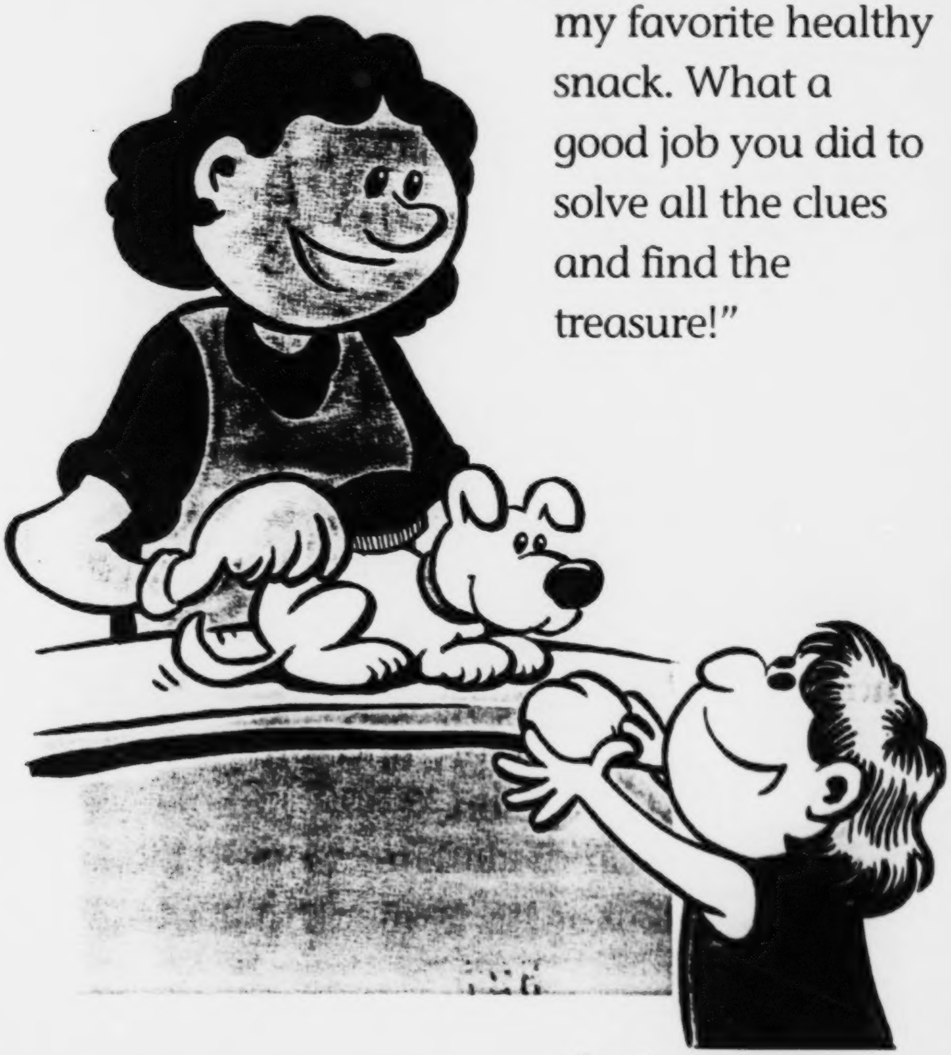
"We've found the treasure!" Sarah shouted. "It's peaches."

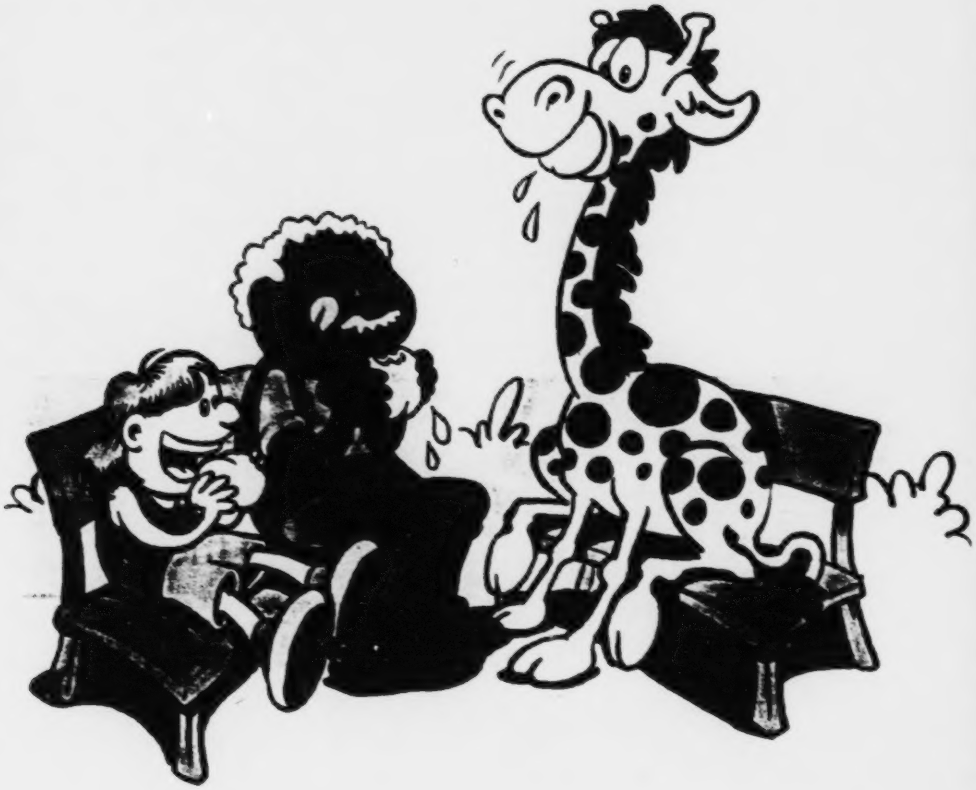
Each of the friends picked a round, golden peach from a basket full of them. Jamal had to hold his very carefully in his mouth. They took them to the front of the store to pay Mr. Tran.

"Let's take our peaches to the park and eat our healthy treasure there," Mr. Johnson suggested.

On their way to the park, the three friends stopped to show Ms. Sanchez the treasure.

"A healthy snack is a wonderful treasure," Ms. Sanchez said. "Sweet, juicy peaches are my favorite healthy snack. What a good job you did to solve all the clues and find the treasure!"

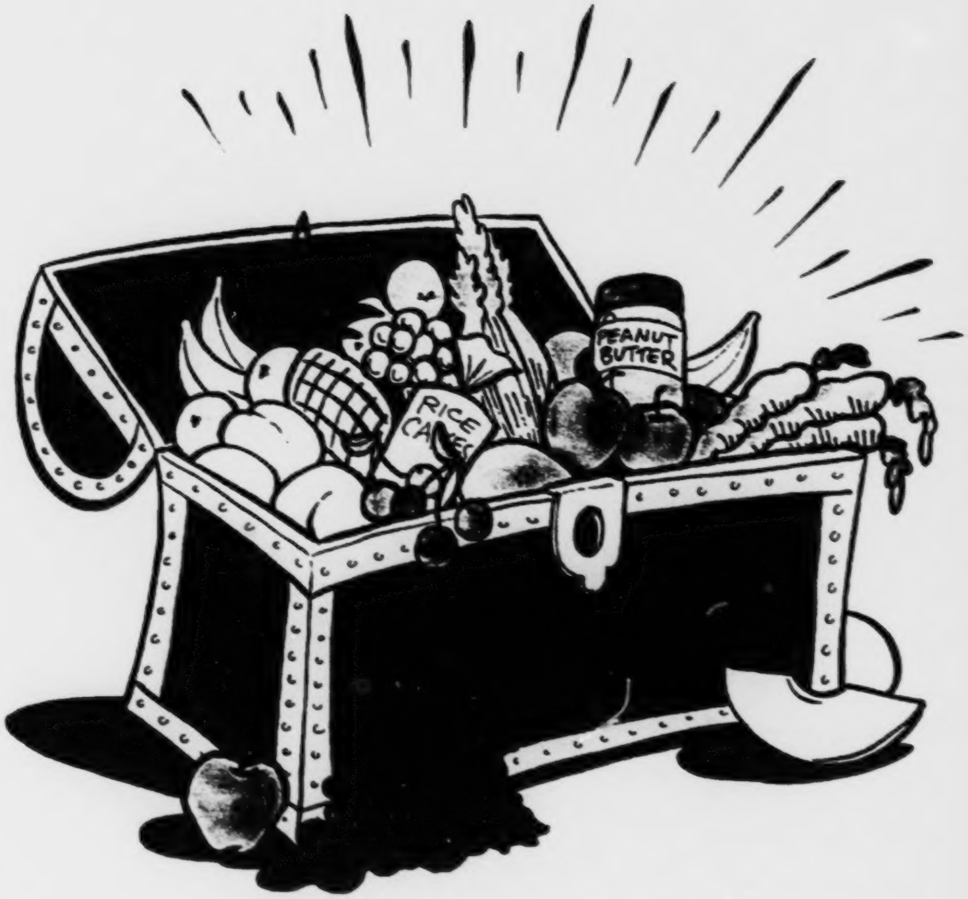




Sarah and Mr. Johnson sat together on a bench to eat their peaches. Jamal needed a whole bench all to himself.

"What treasure will we find tomorrow?" Sarah asked Mr. Johnson.

"I hope it's more healthy snacks!" Jamal said. "This peach is delicious. I can't wait until tomorrow!"


PEANUT BUTTER
RICE CAKES

# The Golden Treasure

This book is about a special treasure hunt! It's also about making healthy choices. Help Sarah, Jamal Giraffe and Mr. Johnson follow the clues to a healthy, delicious snack!

CONTEMPORARY HEALTH SERIES
ACTIONS for HEALTH
ETR ASSOCIATES

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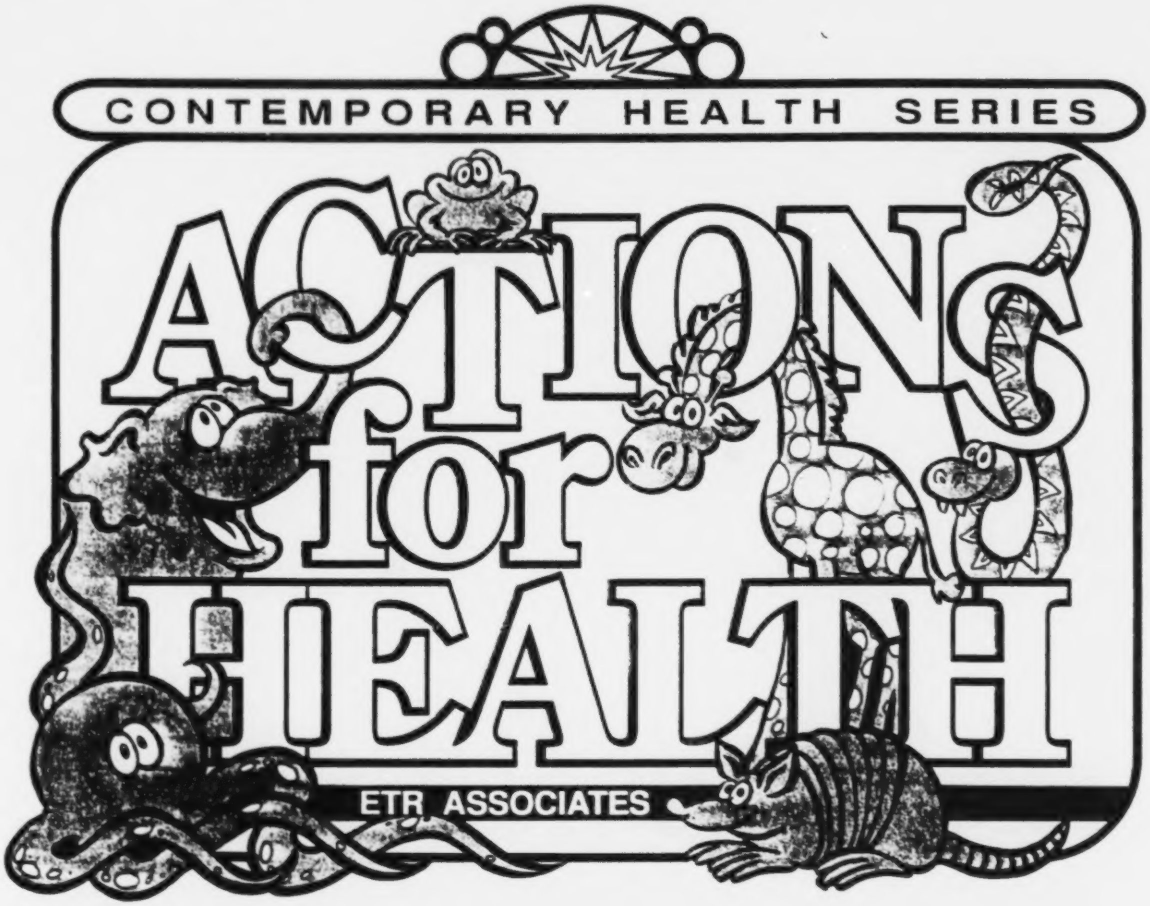
Santa Cruz, California



CONTEMPORARY HEALTH SERIES

# ACTIONS for HEALTH

ETR ASSOCIATES

## Student Workbook

**SAMPLE**

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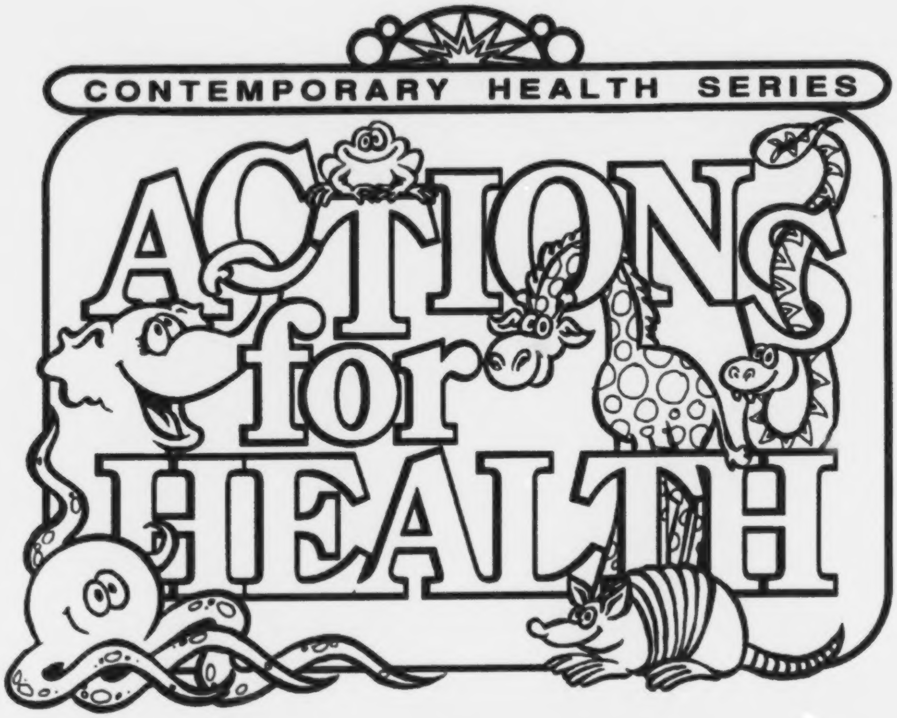
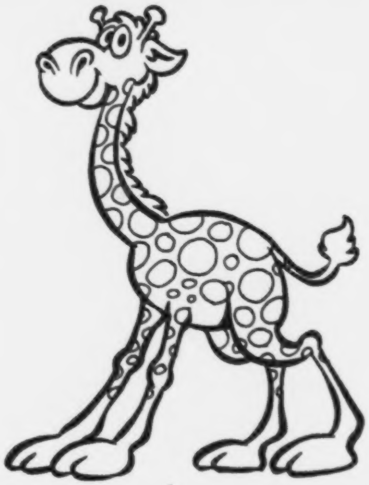


CONTEMPORARY HEALTH SERIES

# ACTIONS for HEALTH

## Student Workbook



ETR ASSOCIATES
Santa Cruz, California
1992

# To the Teacher

## Introduction

*Actions for Health* is a comprehensive health curriculum for students in grades kindergarten through six. Designed with the elementary educator's special needs in mind, this effective and easy-to-use curriculum addresses the scope of recommended health education content.

The curriculum is designed to make learning about health interesting, personal and fun. Activities challenge students to acquire and use knowledge, encourage the development of personal integrity and build important personal and social skills.

Elementary teachers need resources that affirm the learning partnership between student and teacher. This curriculum both promotes that partnership and helps empower children to make choices that contribute to their health and self-esteem.

## About the Workbook

This workbook has been designed for students participating in Level 1 of the *Actions for Health* curriculum. The workbook includes all student pages from the curriculum, except the worksheets that are to go home with family letters. These letters and worksheets can be found in the *Involving Families* booklet. Teacher Background Information and other materials for the teacher's use are not provided in the workbook.

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Additional copies of this workbook are available for purchase. Bulk discounts are available for classroom sets.

For more information about other titles available in the series, please contact our Sales Department, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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# Contents

Look at Me ........ 1
My Age ........ 3
Just for Fun ........ 5
Outside of Me ........ 7
Inside of Me ........ 9
My Body Is Special ........ 11
I Feel... ........ 13
Feelings Match ........ 15
My Family ........ 17
Families Are Special ........ 19
Animal Families ........ 21
Family Fun Picture ........ 23
My Favorite Spot ........ 25
I Take Care of Myself ........ 27
My Jaw ........ 29
All My Teeth ........ 31
Happy Tooth ........ 33
Floss Maze ........ 35
Hidden Teeth ........ 36
Good to Eat and Good for Me ........ 37
Apple Apple ........ 39
Jamal's Amazing Germ Facts ........ 40
You Can't Catch It ........ 41
I Am Safe on the Bus ........ 43
My Five Senses—Hear ........ 45
My Five Senses—See ........ 46
My Five Senses—Touch ........ 47
My Five Senses—Smell ........ 48
My Five Senses—Taste ........ 49
How Does It Feel? ........ 51
My Personal Safety ........ 53
Is It Helpful or Harmful? ........ 55
Phone for Help! ........ 57

Safety Picture ........ 58
Which Way to Good Health? ........ 59
Happy and Unhappy Lungs ........ 61
Health Helpers—Dentist ........ 63
Health Helpers—Doctor ........ 65
Health Helpers—Nurse ........ 67
Health Helpers—Bus Driver ........ 69
Matching Health Helpers ........ 71
Caring for Our World ........ 73
I Take Care of My Home ........ 75

Name ______________________________

# Look at Me

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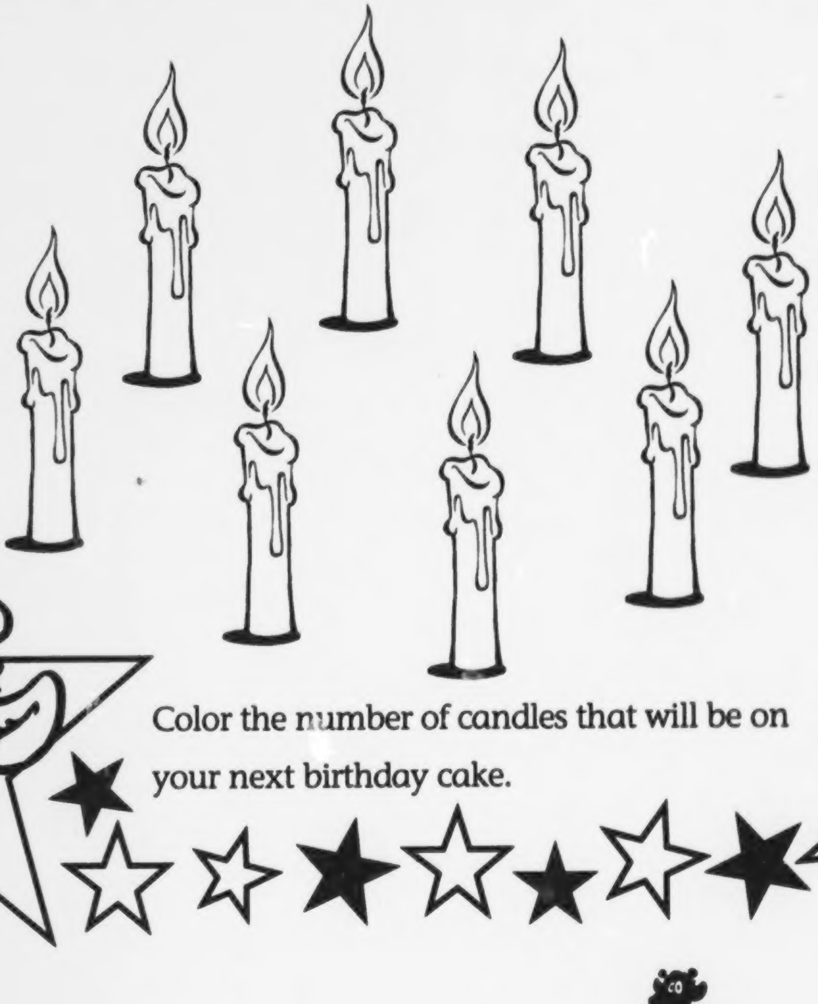
Name ________________________________________

# My Age

I am _____ years old.

My birthday is ____________________________ .



Color the number of candles that will be on your next birthday cake.

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Name ______________________________

# Just for Fun

*Directions:* Draw pictures of something you like to do for fun.

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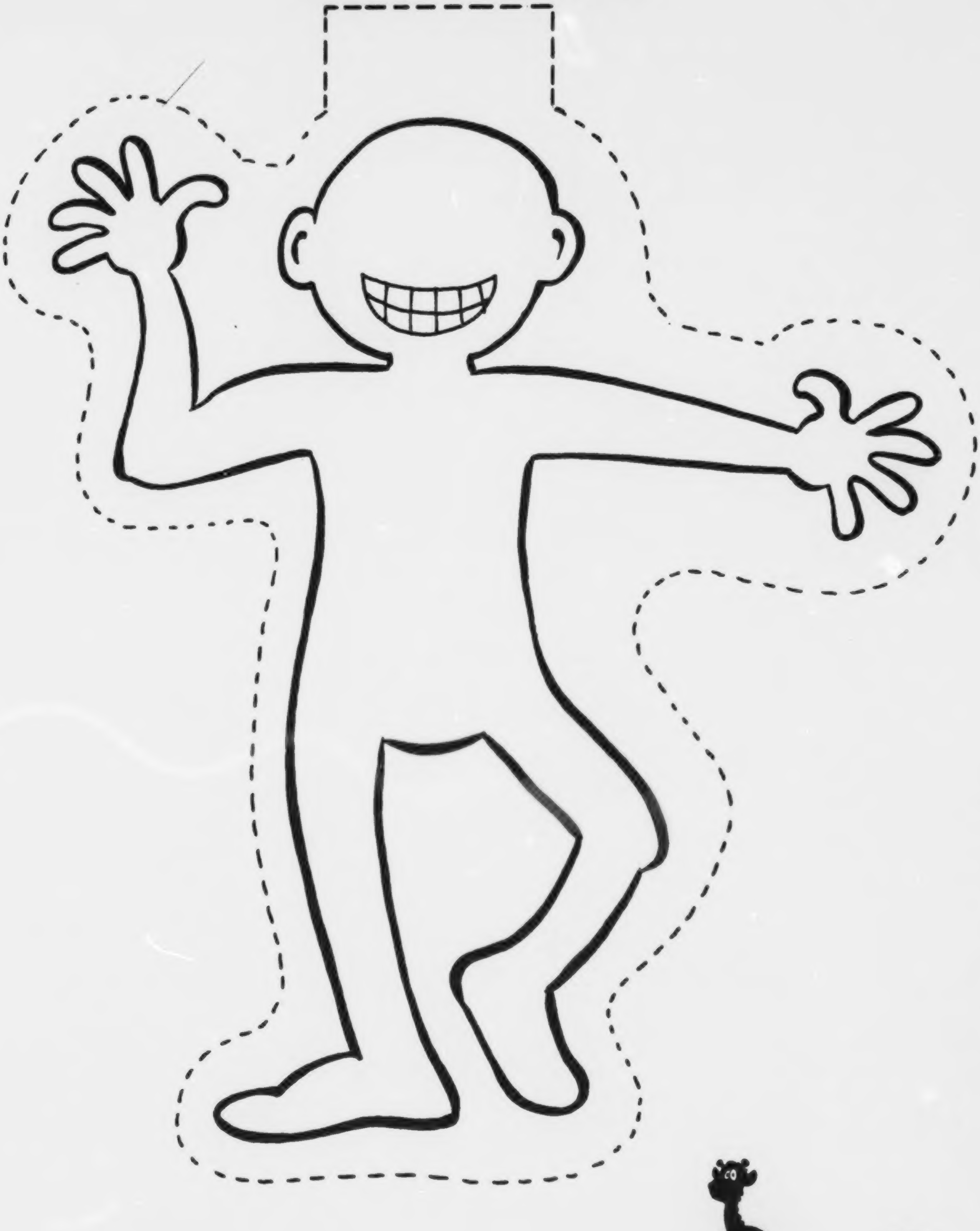
Name ______________________________

# Outside of Me



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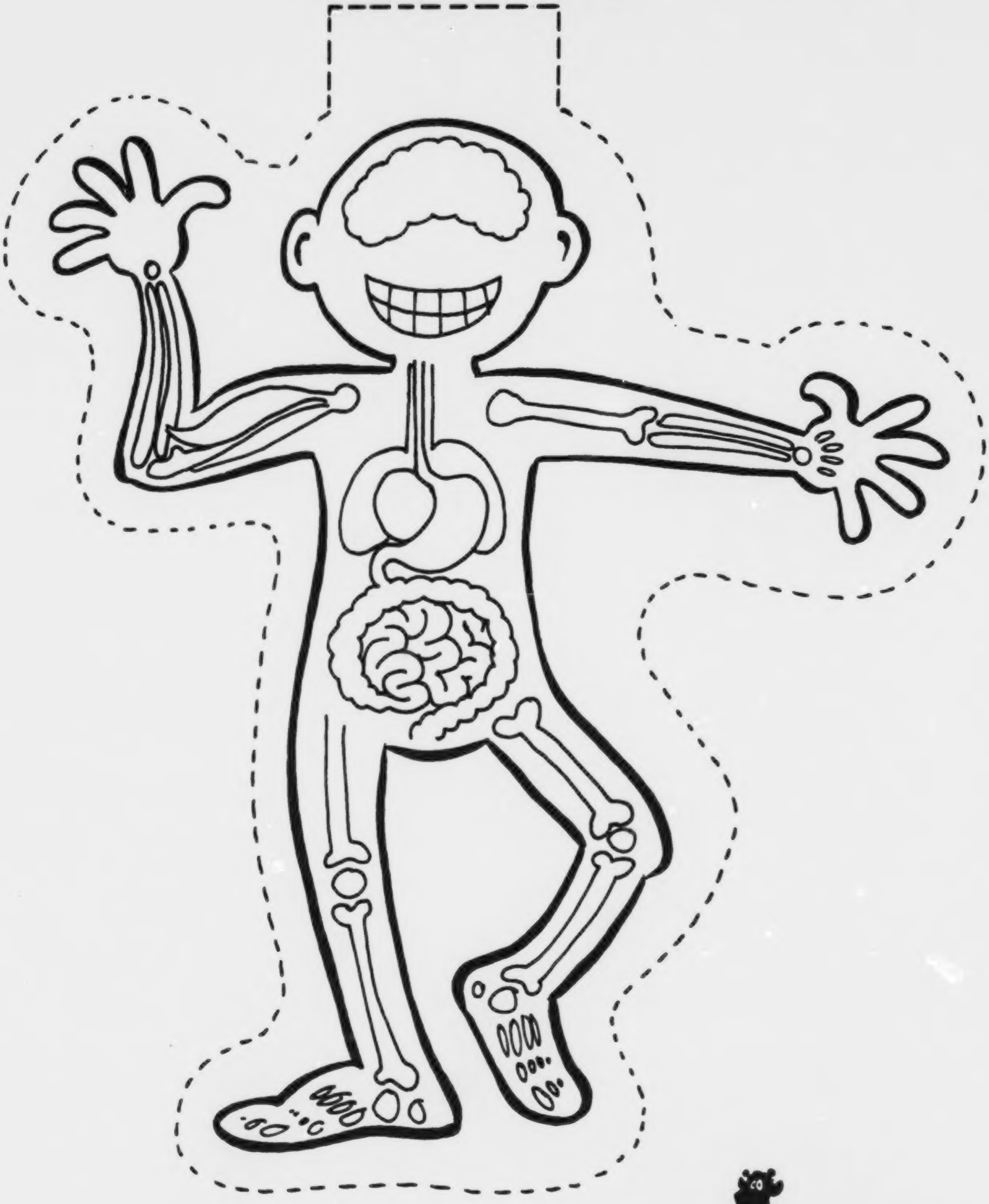
Name ______________________________

# Inside of Me



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Name ______________________________

# My Body Is Special

*Directions:* Print the name of a special body part on the line. Then draw a picture of the special part.

My special body part is my

______________________________

------------------------------

______________________________

Actions for Health 1 © 1992 ETR Associates

Name ____________________________________

# I Feel...

*Directions:* Print a feelings word on the line. Then draw a picture of a time when you feel that way.

Actions for Health 1 © 1992 ETR Associates

Name ______________________________________

# Feelings Match

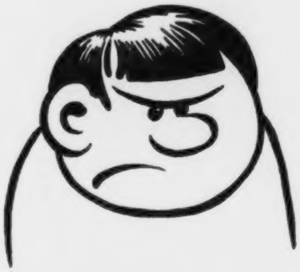
*Directions:* Draw a line from the word to the face that shows that feeling.

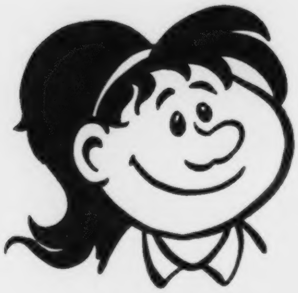
**happy**

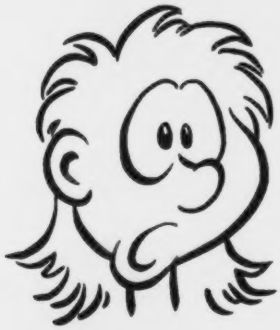
**angry**

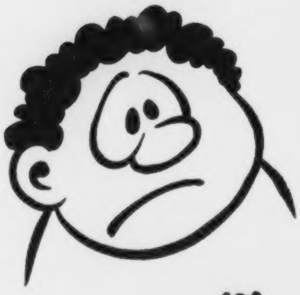
**sad**

**afraid**









Name ______________________________________________

# My Family

*Directions:* Draw a picture of your family. Then fill in the sentence to show the number of people in your family.

My family has ________ people.

Actions for Health 1 © 1992 ETR Associates

Name ______________________________

# Families Are Special

*Directions:* Draw a picture of one way family members show they care about each other.

Name ______________________________

# Animal Families

*Directions:* Pick an animal you'd like to know more about. Look in books in your library or classroom to find out about the animal. Draw a picture of the animal in the box. Then answer the questions about the animal you picked.

Name of Animal: ______________________________

*Actions for Health 1* © 1992 ETR Associates

Name ________________________________________

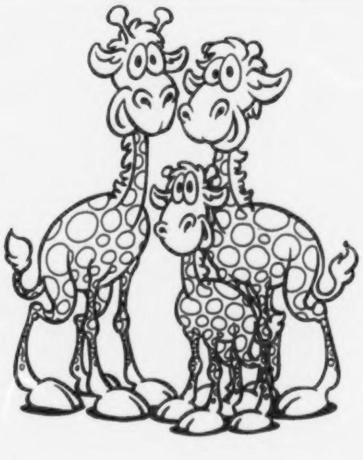
*Animal Families (continued)*

1. How many young animals (children) live in the family?

2. How many animals live together in the family?

3. What do families feed the young animals?

4. How do these animals show they care for each other?



*Actions for Health 1 © 1992 ETR Associates*

Name ____________________

# Family Fun Picture

*Directions:* Draw a picture of something your family does for fun. Write or tell about what you do.

*Actions for Health 1* © 1992 ETR Associates

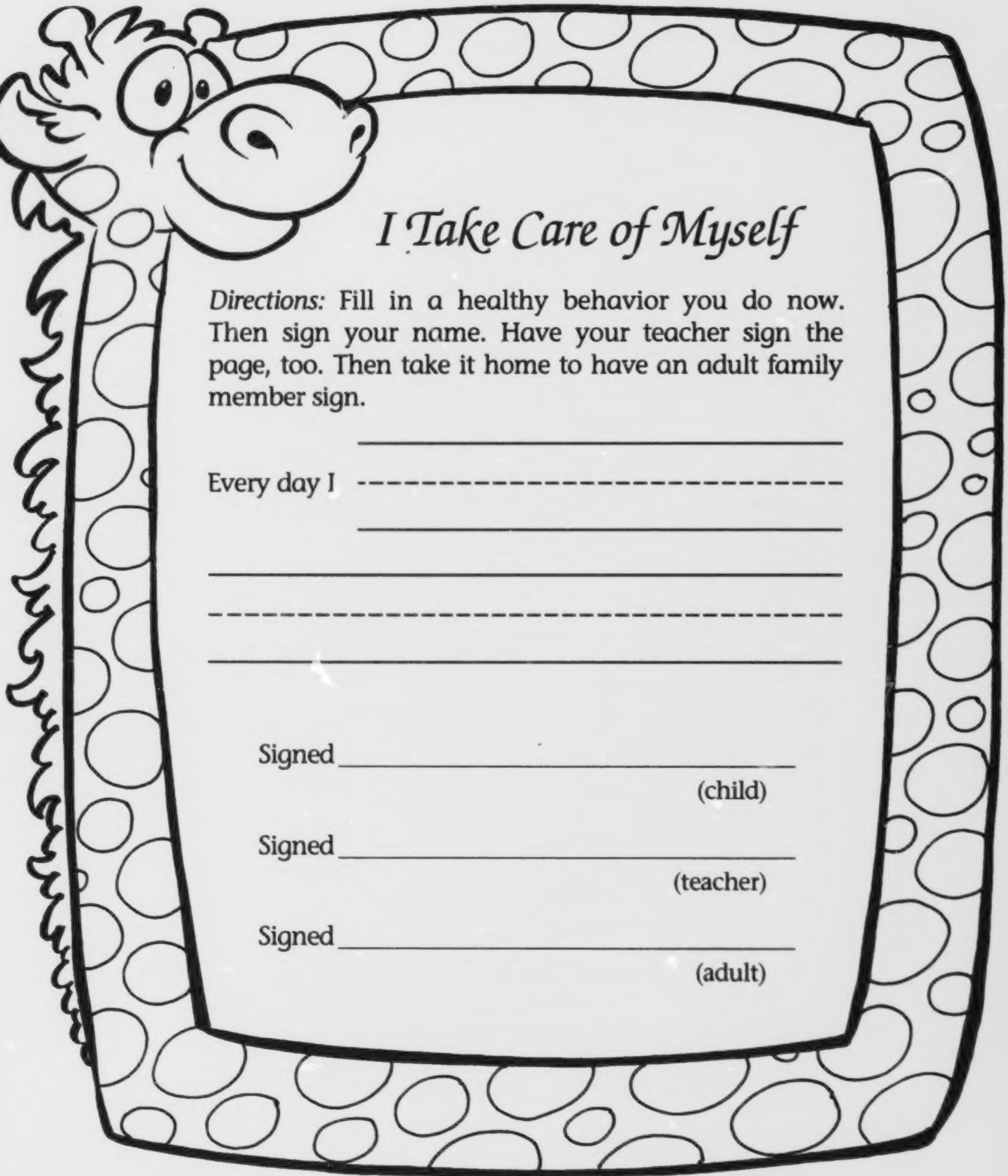
Name ____________________________________________

# My Favorite Spot

*Directions:* Draw a picture of your favorite spot. Write or tell about what you do there.

Actions for Health 1 © 1992 ETR Associates

Name ____________________________________________



# I Take Care of Myself

*Directions:* Fill in a healthy behavior you do now. Then sign your name. Have your teacher sign the page, too. Then take it home to have an adult family member sign.

Every day I ______________________________

______________________________________

Signed ______________________________
(child)

Signed ______________________________
(teacher)

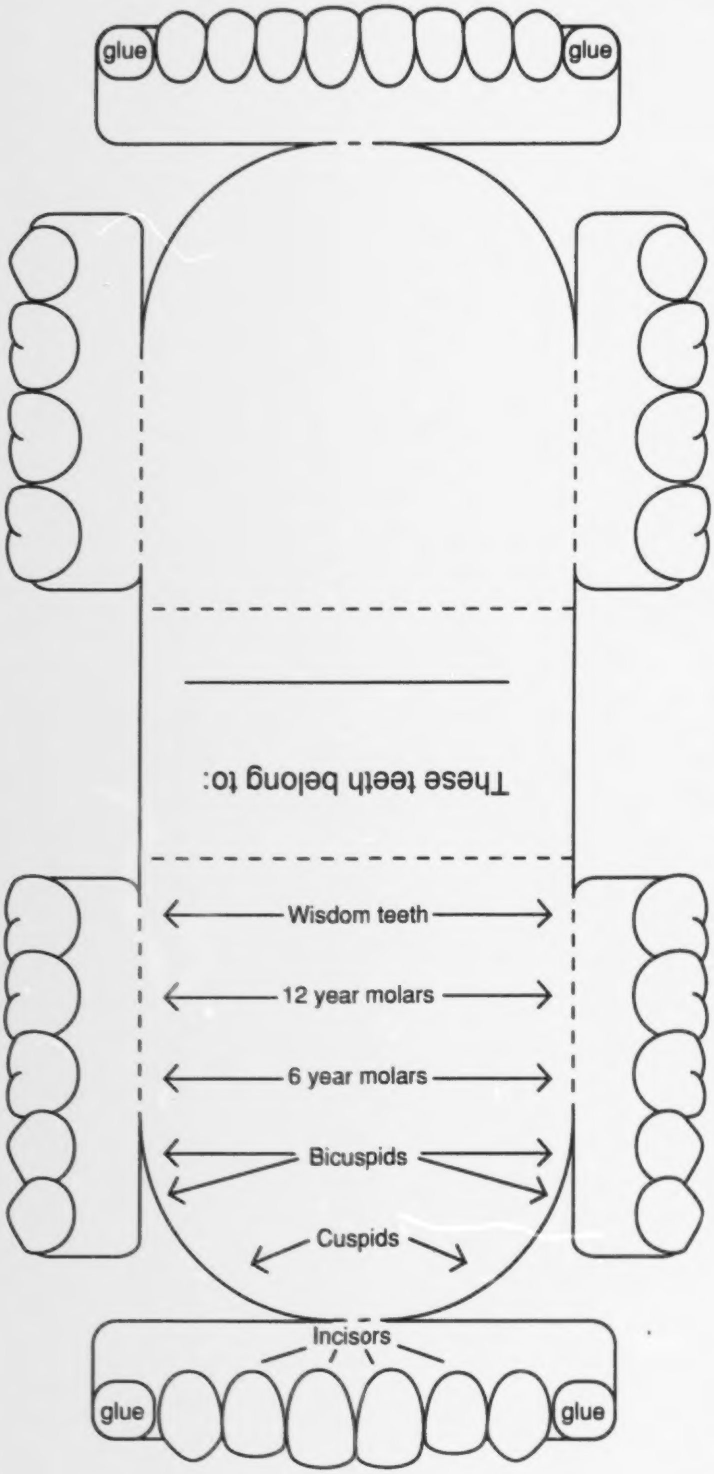
Signed ______________________________
(adult)

Actions for Health 1 © 1992 ETR Associates

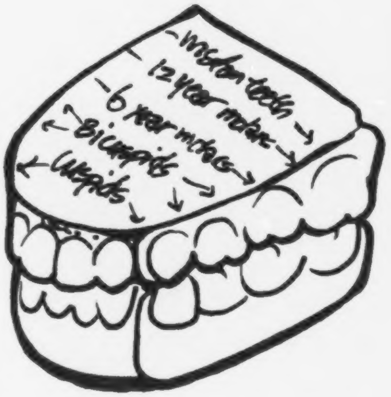
Name ______________________________

# My Jaw

*Directions:* Paste this page on construction paper and cut out the outline of the jaw. Fold on dotted lines and glue tabs together to make the model.



glue
glue
These teeth belong to:
Wisdom teeth
12 year molars
6 year molars
Bicuspids
Cuspids
Incisors
glue
glue



Wisdom teeth
12 year molars
6 year molars
Bicuspids
Cuspids

Actions for Health 1 © 1992 ETR Associates

Name ______________________________

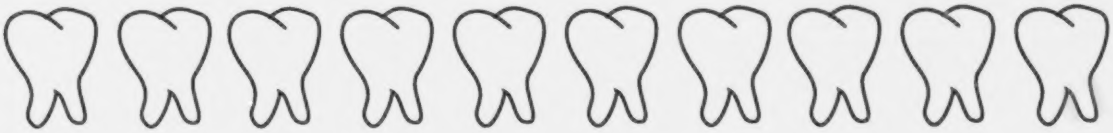
# All My Teeth

*Directions:* Print the number of teeth you have now after Sentence 1. Then fill in the blank letters to complete the word in Sentence 2. Color the teeth to show how many teeth you have lost. Then put a ring around the number that shows how many teeth you have lost.

1. How many teeth do you have now? ________

2. When I grow up, I will have __32__ __t__ ___ __e__ ___ __h__.

3. Color the number of teeth you have lost.



4. Put a ring around the total number of teeth you have lost.

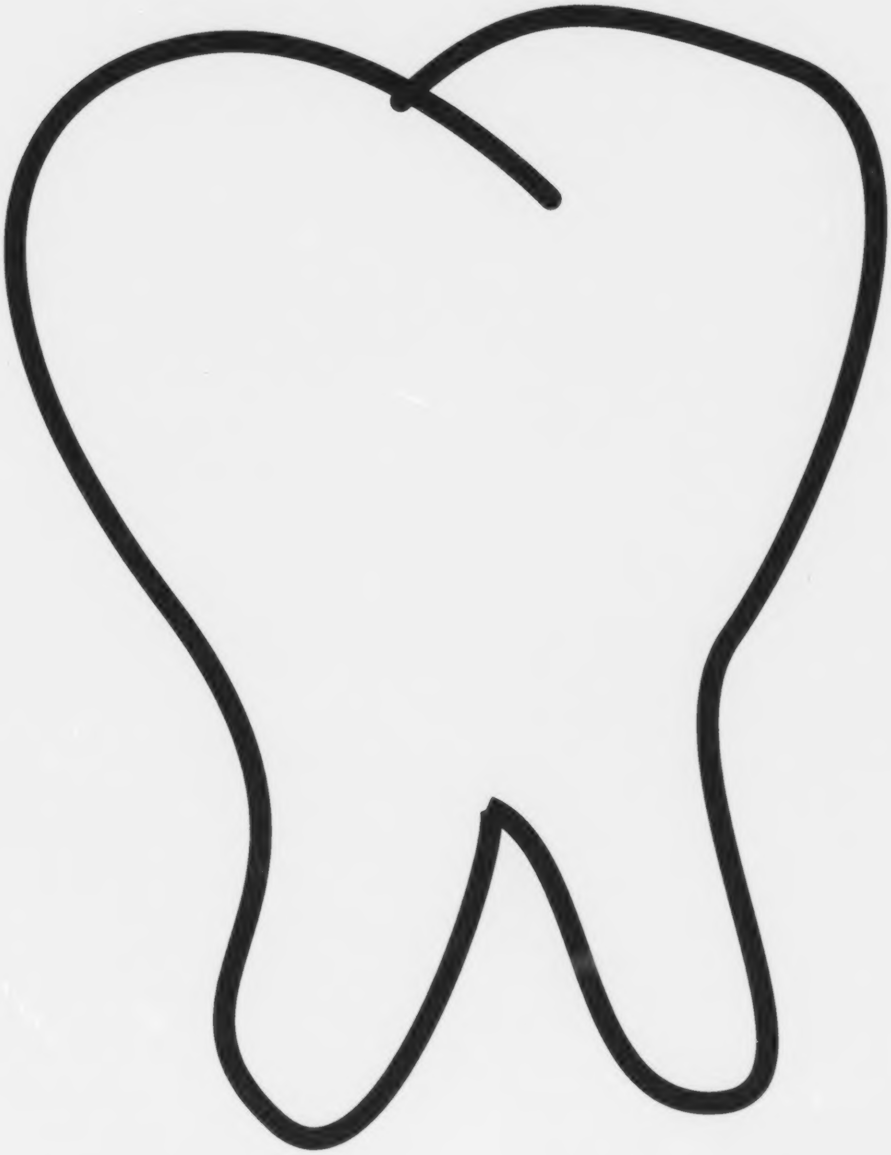
0 1 2 3 4 5 6 7 8 9 10

Actions for Health 1 © 1992 ETR Associates

Name ____________________

# Happy Tooth

*Directions:* Listen to the story of *Harry The Tooth*. Then draw or write one or two things inside the tooth that would make Harry feel better.

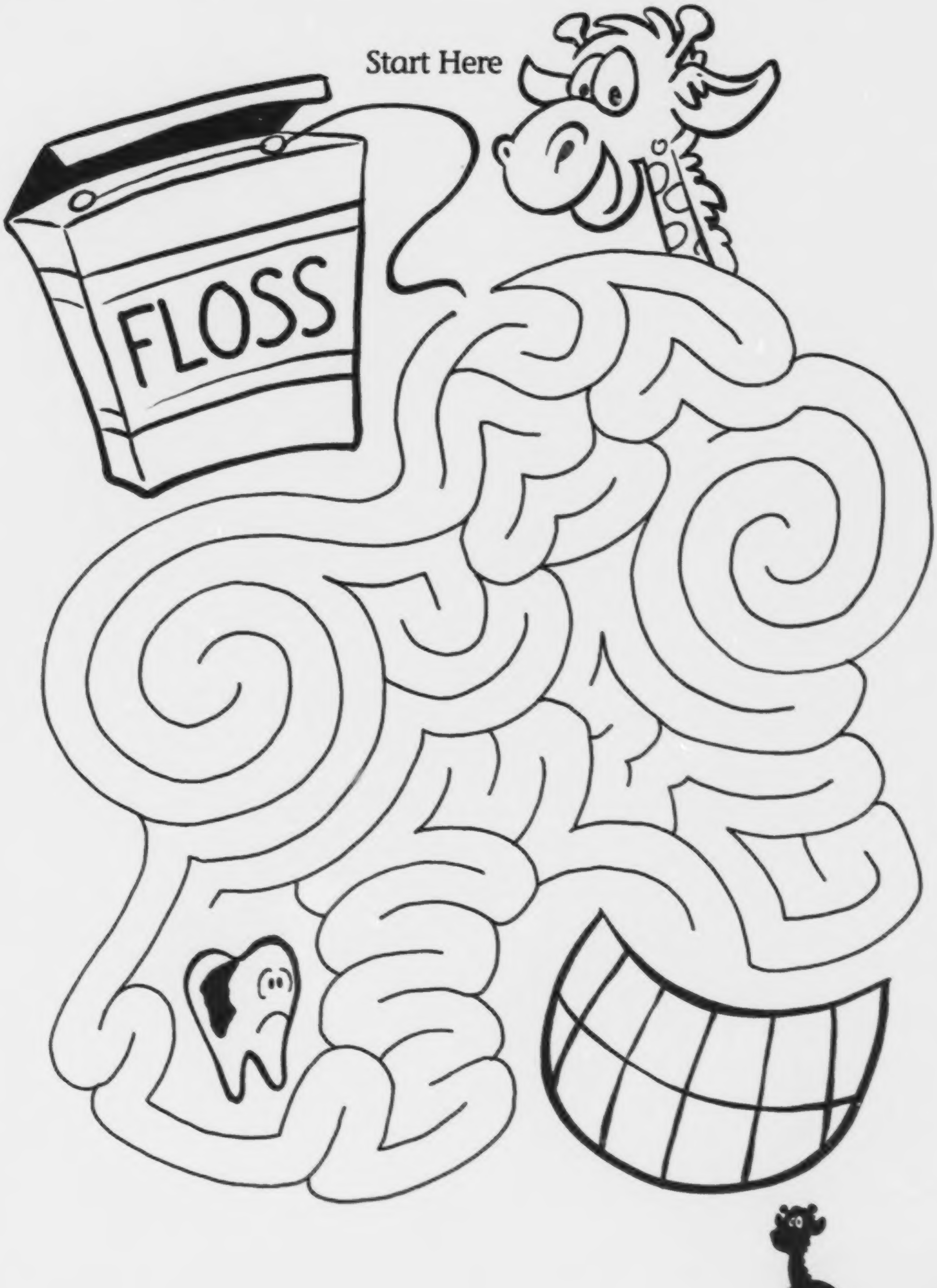


*Actions for Health 1* © 1992 ETR Associates

Name ____________________________________________

# Floss Maze

*Directions:* Draw a path through the maze to lead the floss to the teeth.

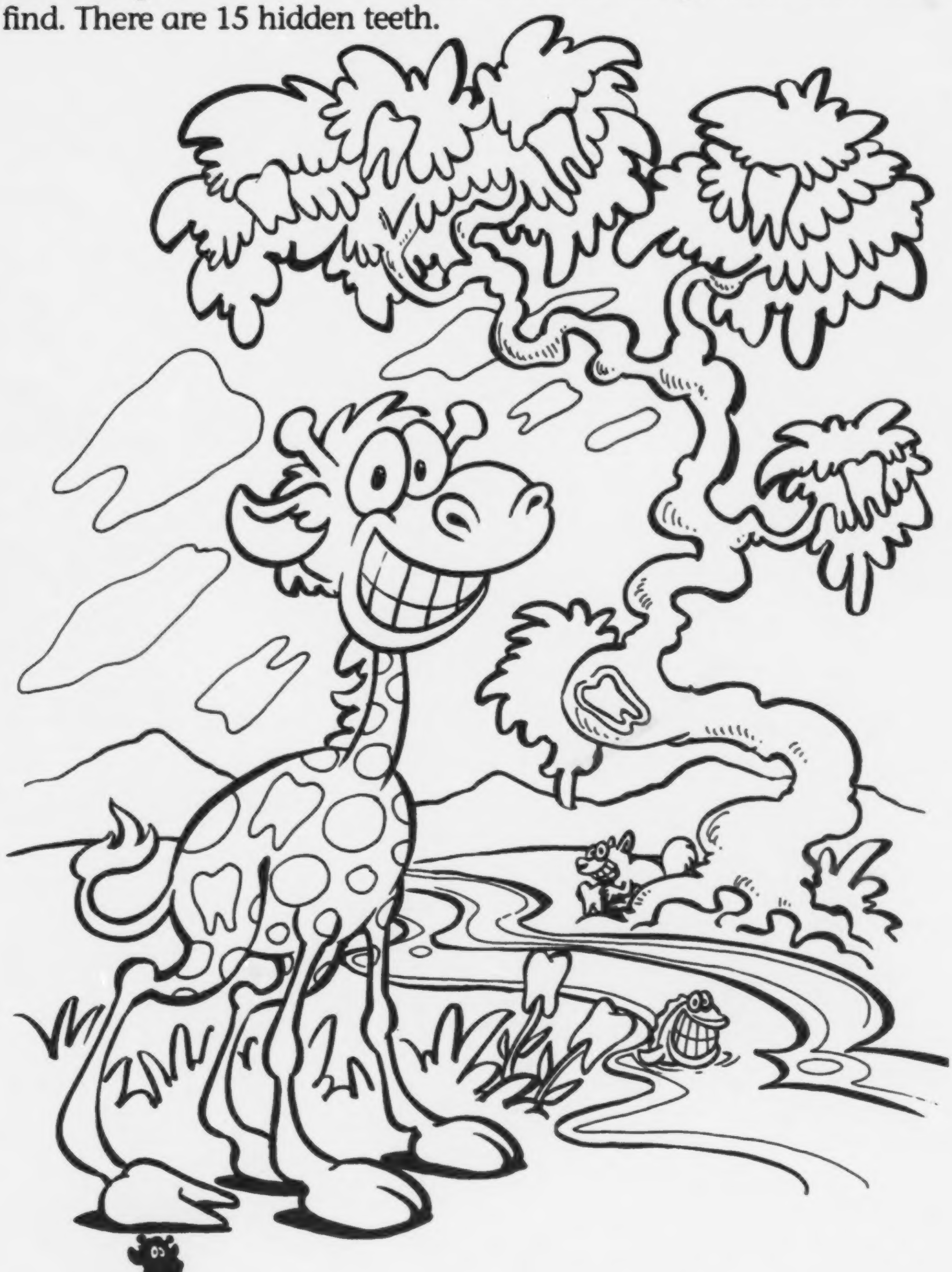

Start Here
FLOSS

*Actions for Health 1* © 1992 ETR Associates

Name ______________________________

# Hidden Teeth

*Directions*: Help Jamal find the hidden teeth in this picture. Color the teeth you find. There are 15 hidden teeth.

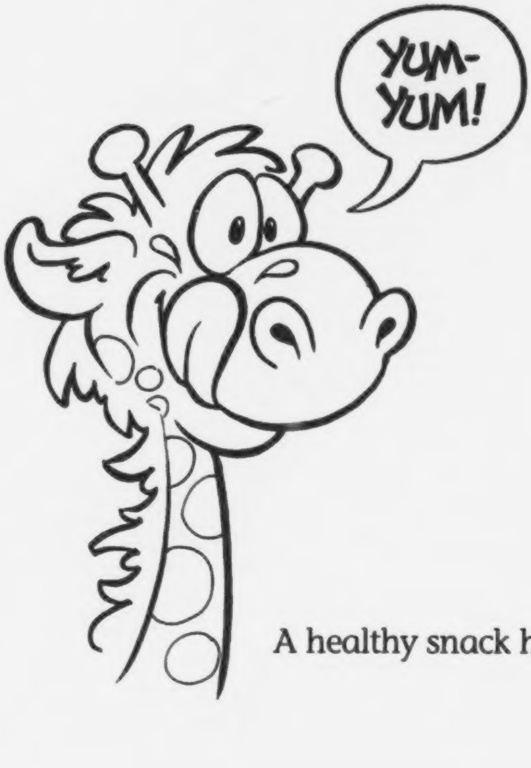


*Actions for Health 1* © 1992 ETR Associates

Name ______________________________

# Good to Eat and Good for Me

*Directions*: Draw a picture or write the name of a healthy snack.



A healthy snack helps me grow and be healthy!

Actions for Health 1 © 1992 ETR Associates

Name ____________________

# Apple, Apple

*Directions:* Take a bite of one apple, breaking the skin. Lick the other apple, without breaking the skin. Set the apples where you can see them and watch what happens in the next three days. Use this chart to keep a record of what you see.

Date the experiment began: ____________________

What happened?

Day 1

Day 2

Day 3

*Actions for Health 1* © 1992 ETR Associates

Name ____________________________________________

# Jamal's Amazing Germ Facts

*Directions:* Write the letters in the blanks to fill in three facts you've learned about germs. Then draw a picture that shows one way to keep germs from spreading.

Jamal says:

1. Germs are very s m ___ ___ ___ .

2. Germs are every w h ___ r ___ .

3. Germs can make us s ___ ___ k .

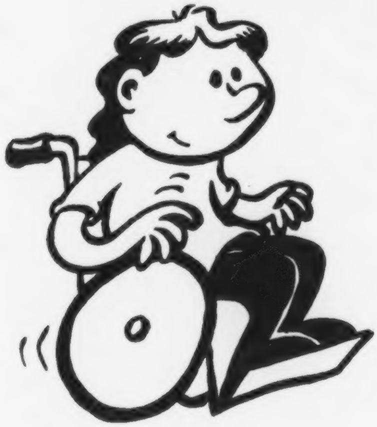
One way to stop germs from spreading:

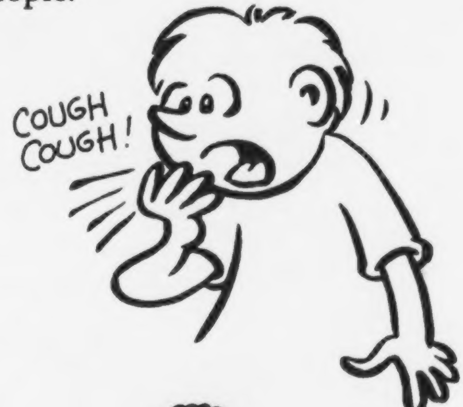
*Actions for Health 1* © 1992 ETR Associates

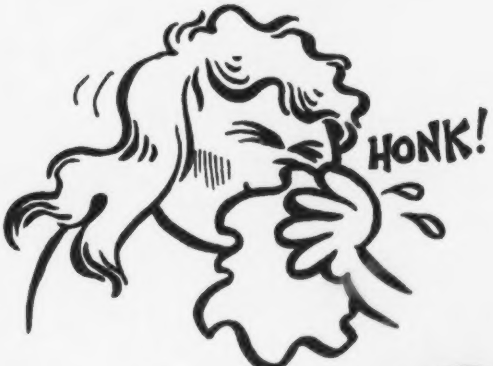
Name ______________________________

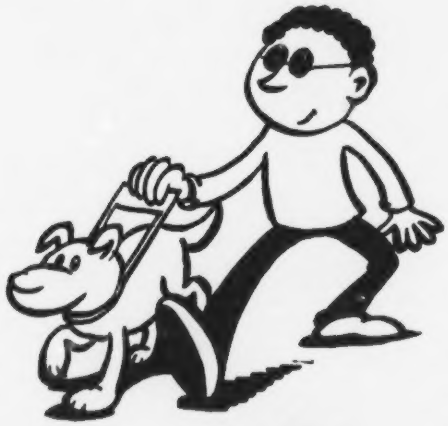
# You Can't Catch It

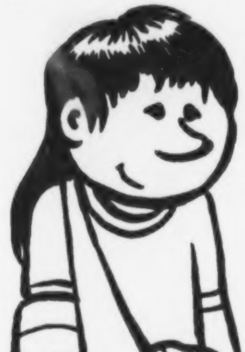
*Directions:* Draw a ring around the pictures that show illnesses or health problems that you *cannot* catch from other people.

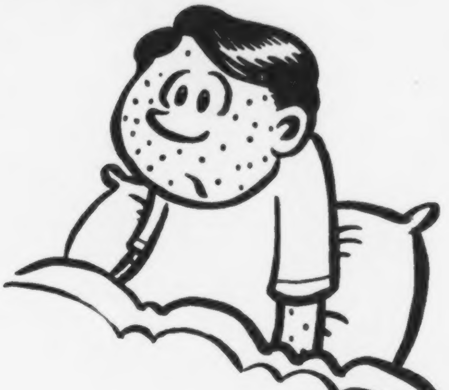












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Name ____________________________________________

# I Am Safe on the Bus

*Directions:* Write about or draw a picture of something you learned from the bus driver about being safe on the bus.

The bus driver talked to our class about being safe on the bus.

I'm glad I learned about

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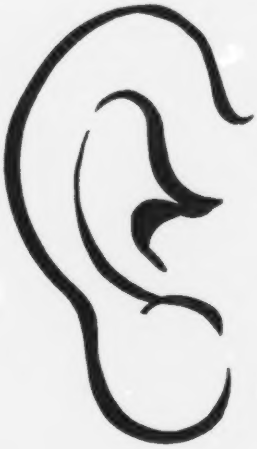
Name ____________________________________________

# My Five Senses

*Directions:* Draw a picture of something you like to hear.

I like to hear...



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Name ______________________________

# My Five Senses

*Directions:* Draw a picture of something you like to see.

I like to see…

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Name ______________________________

# My Five Senses

*Directions:* Draw a picture of something you like to touch.

I like to touch…

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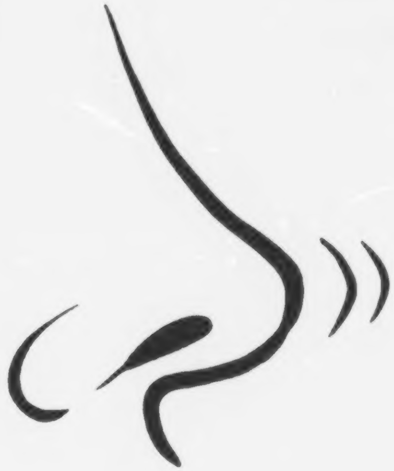
Name ______________________________

# My Five Senses

*Directions:* Draw a picture of something you like to smell.

I like to smell…



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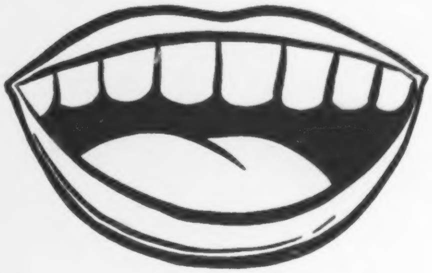
Name ______________________________

# My Five Senses

*Directions:* Draw a picture of something you like to taste.

I like to taste…



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Name ______________________________

# How Does It Feel?

|  | *Good* | *Mixed-Up* | *Bad* |
|---|---|---|---|
| 1. | 🙂 | 😕 | 🙁 |
| 2. | 🙂 | 😕 | 🙁 |
| 3. | 🙂 | 😕 | 🙁 |
| 4. | 🙂 | 😕 | 🙁 |
| 5. | 🙂 | 😕 | 🙁 |
| 6. | 🙂 | 😕 | 🙁 |
| 7. | 🙂 | 😕 | 🙁 |
| 8. | 🙂 | 😕 | 🙁 |
| 9. | 🙂 | 😕 | 🙁 |
| 10. | 🙂 | 😕 | 🙁 |
| 11. | 🙂 | 😕 | 🙁 |
| 12. | 🙂 | 😕 | 🙁 |

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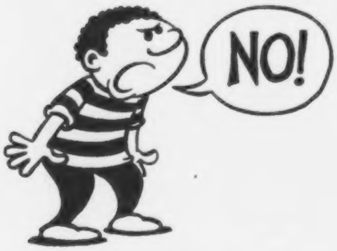
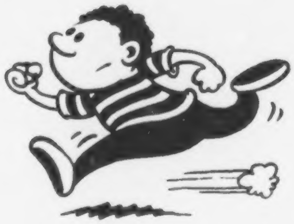
Name ______________________________

# My Personal Safety

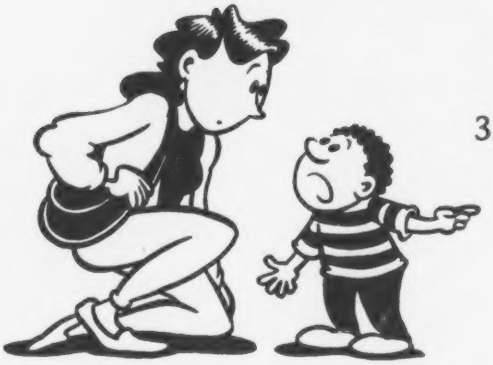
*Directions:* Write the three steps to personal safety next to the drawings.



1. ______________________________



2. ______________________________



3. ______________________________

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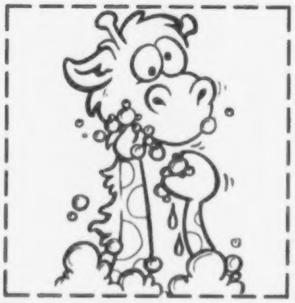
Name ______________________________________________

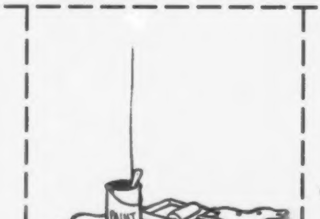
# Is It Helpful or Harmful?

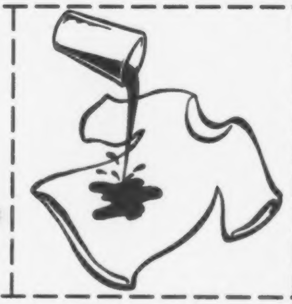
*Directions:* Cut out the pictures at the bottom of the page. Glue the pictures of the helpful substances in the boxes under the word *Helpful.* Glue the pictures of the harmful substances in the boxes under the word *Harmful.*

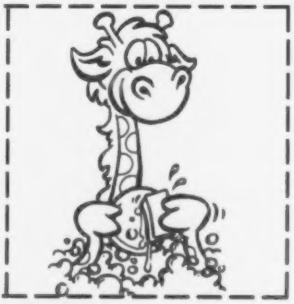
***Helpful***

***Harmful***









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Name ______________________________

# Phone for Help!

*Directions:* Write the emergency phone number in big, bright numbers. Then write your address and phone number.

Emergency Number:

______________________

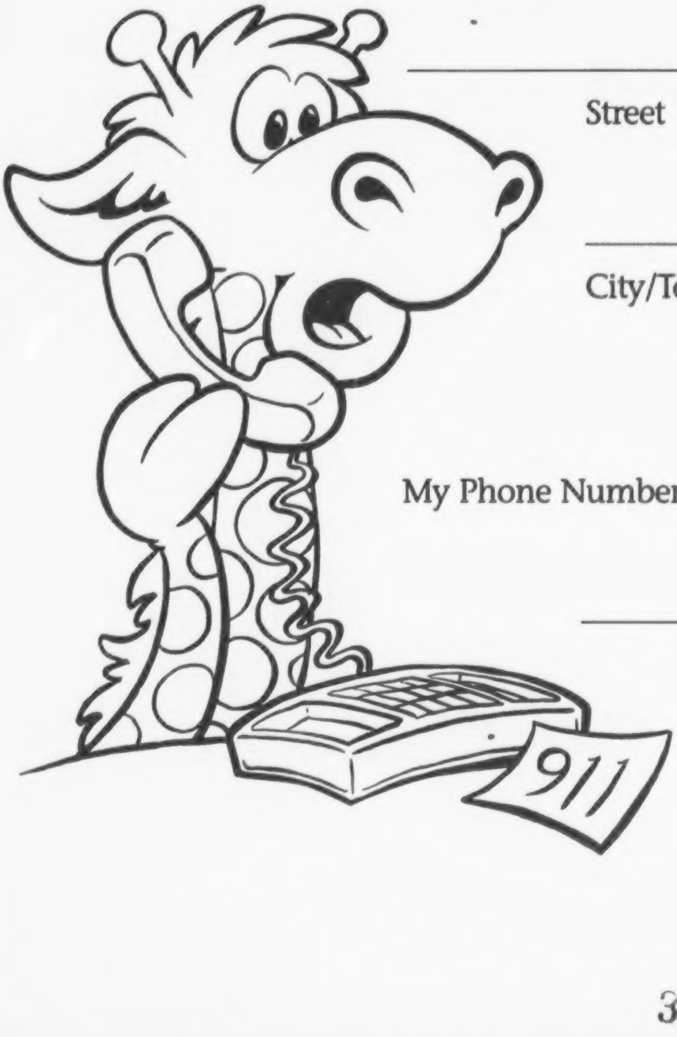
My Address:

______________________
Street

______________________
City/Town

My Phone Number:

______________________



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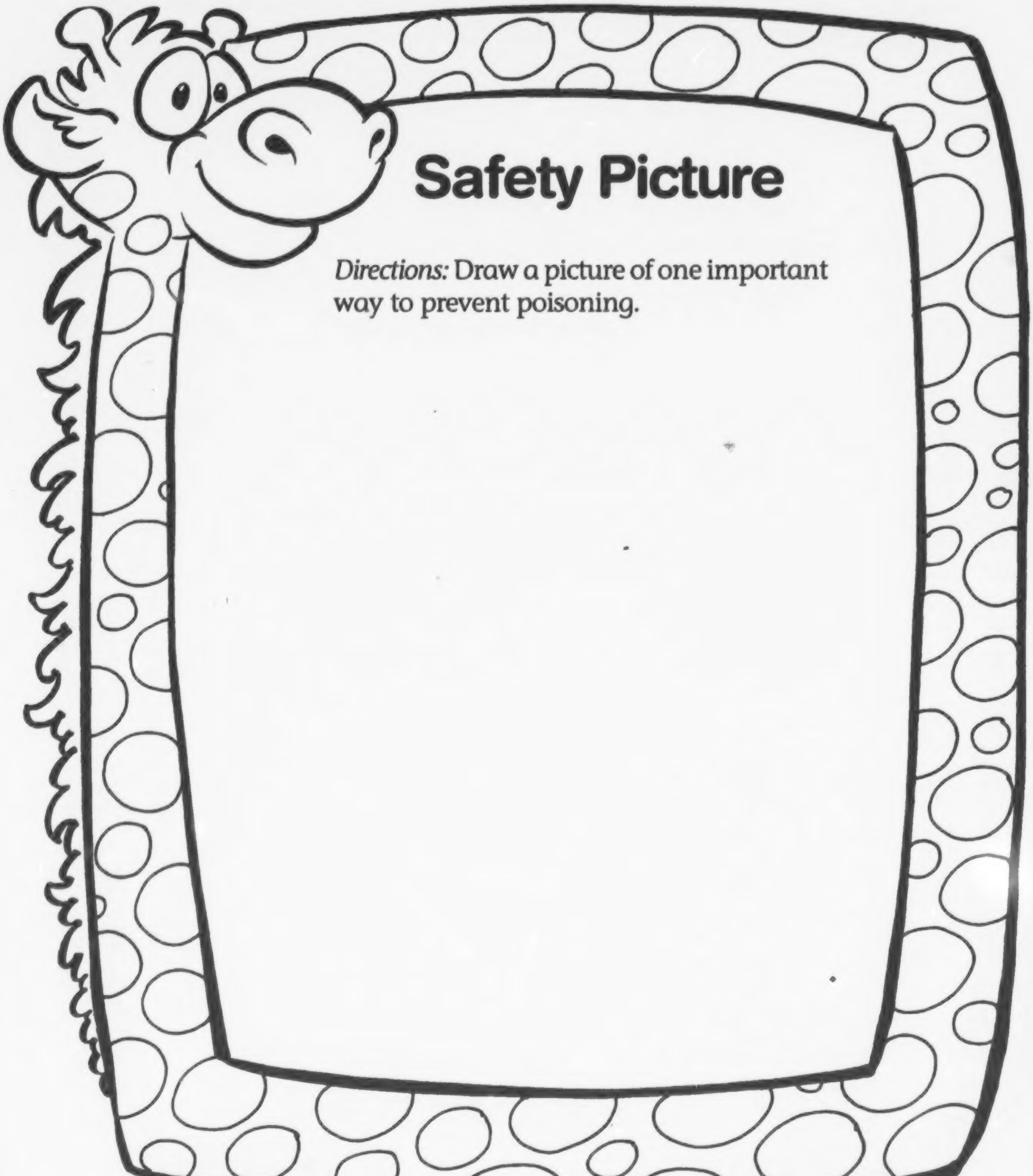
Name ______________________________



# Safety Picture

*Directions:* Draw a picture of one important way to prevent poisoning.

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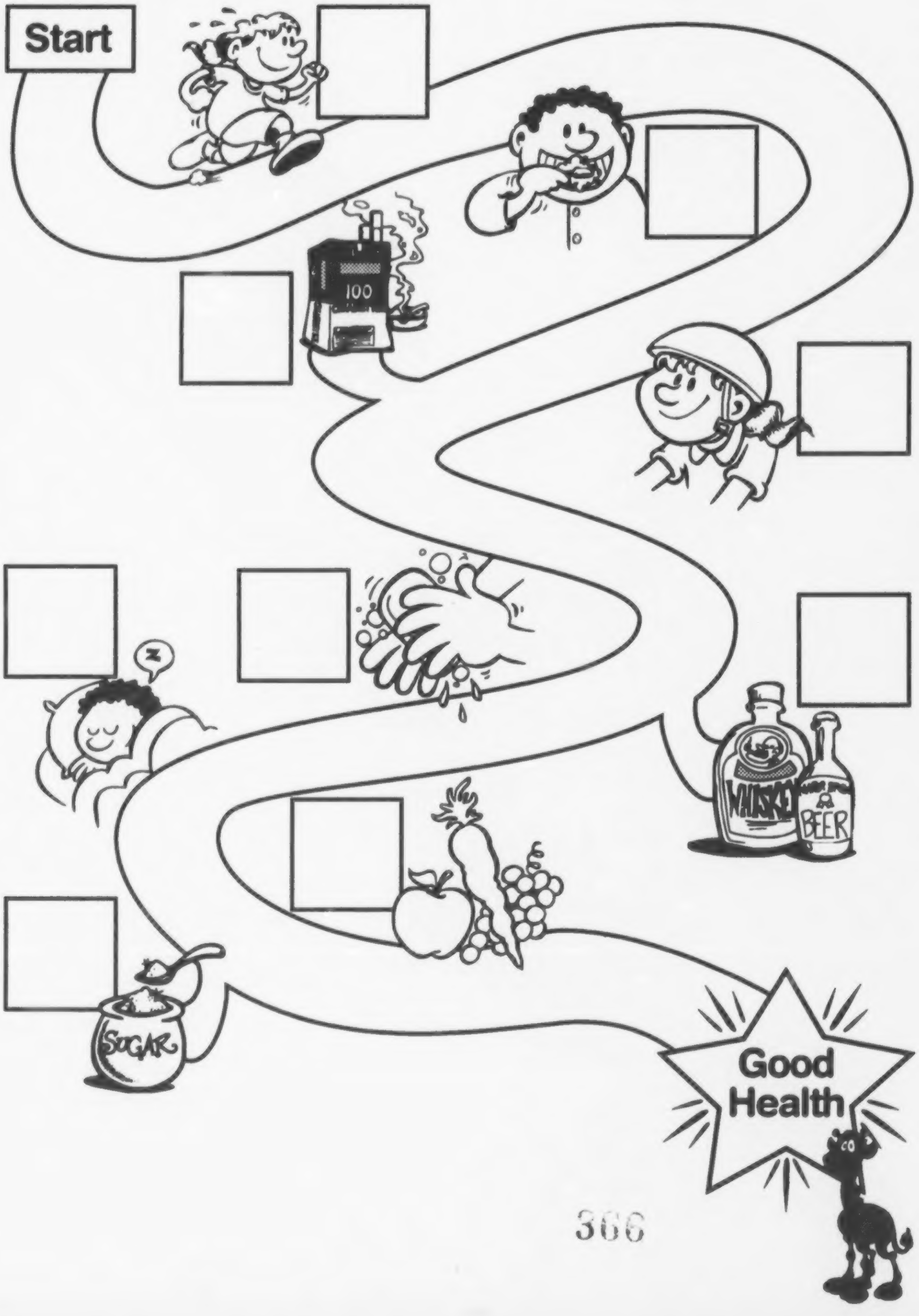
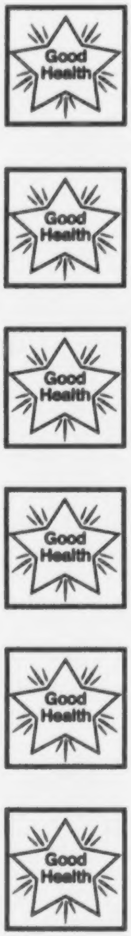
Name ______________________________________________

# Which Way to Good Health?

*Directions:* Color the stars in the boxes in your favorite colors. Then cut the boxes out and paste a star beside each healthy choice. Use the stars to help you find the way to good health.


Start
100
z
WHISKEY
BEER
SUGAR
Good Health


Good Health
Good Health
Good Health
Good Health
Good Health
Good Health

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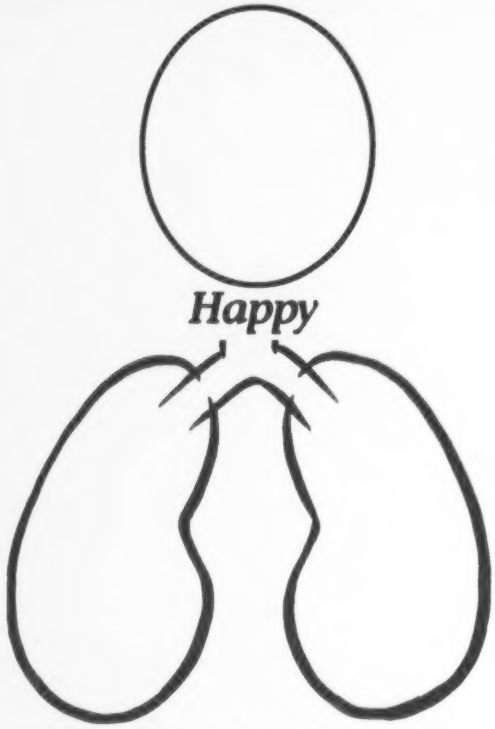
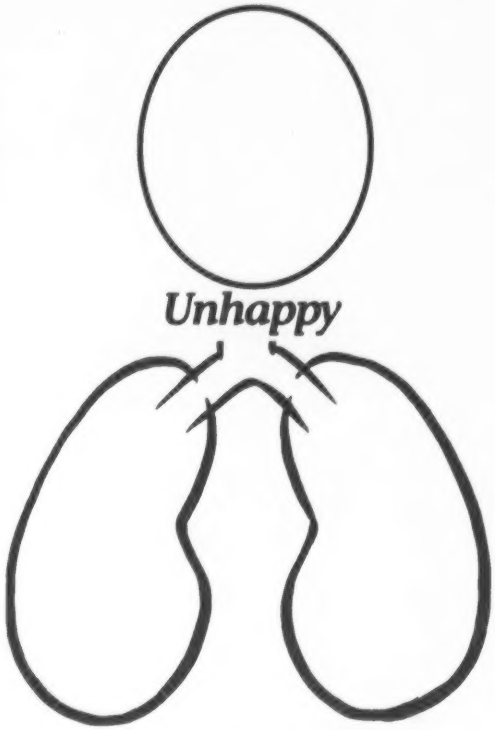
Name ____________________________________________

# Happy and Unhappy Lungs

*Directions:* Color the happy lungs pink and the unhappy lungs black. Draw a happy face on top of the pink lungs and an unhappy face on top of the black lungs. Then finish the sentence.



This person does not smoke.



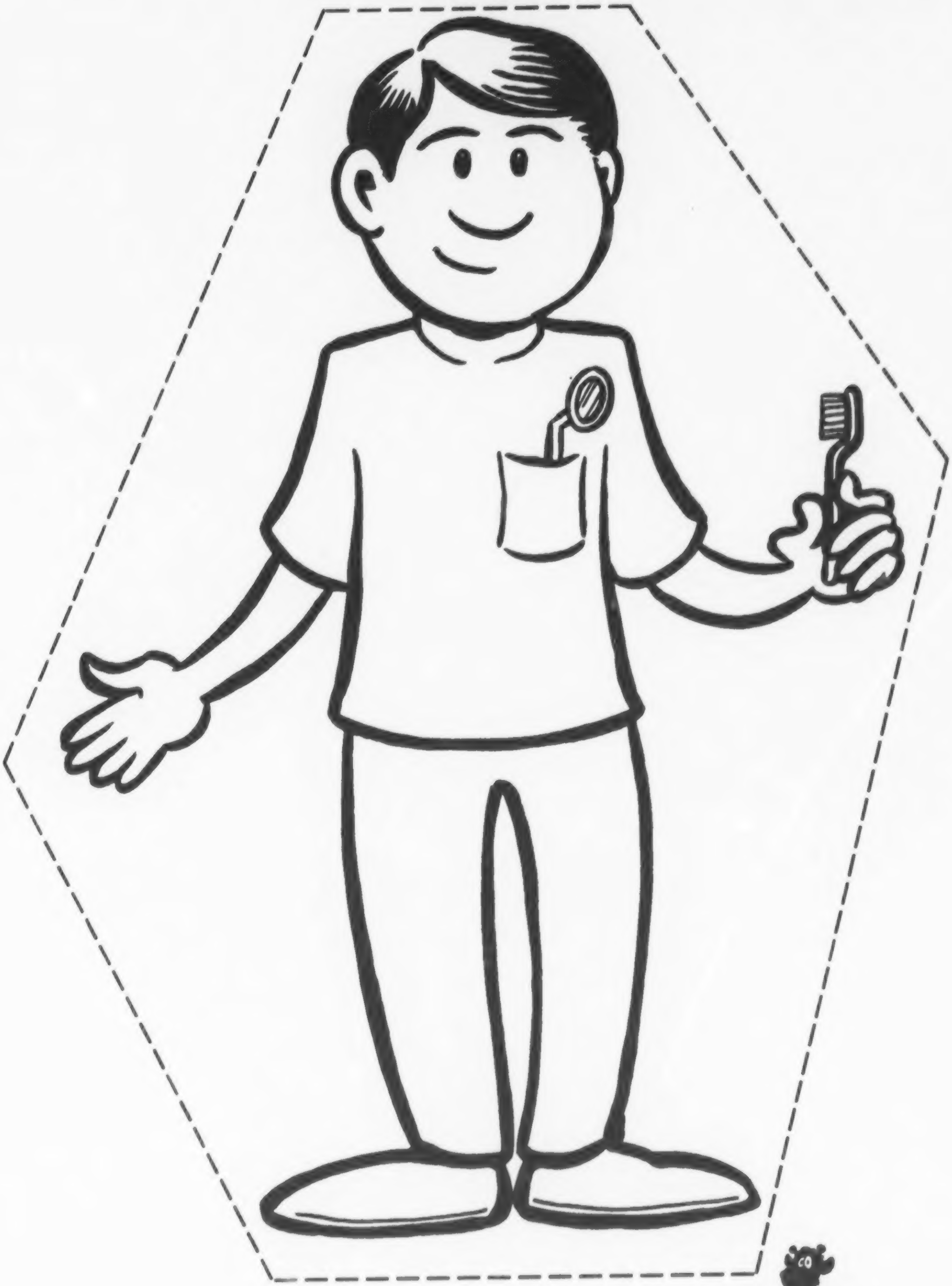
This person smokes.

I will not smoke because

Name ________________________________________

# Health Helpers

## *Dentist*



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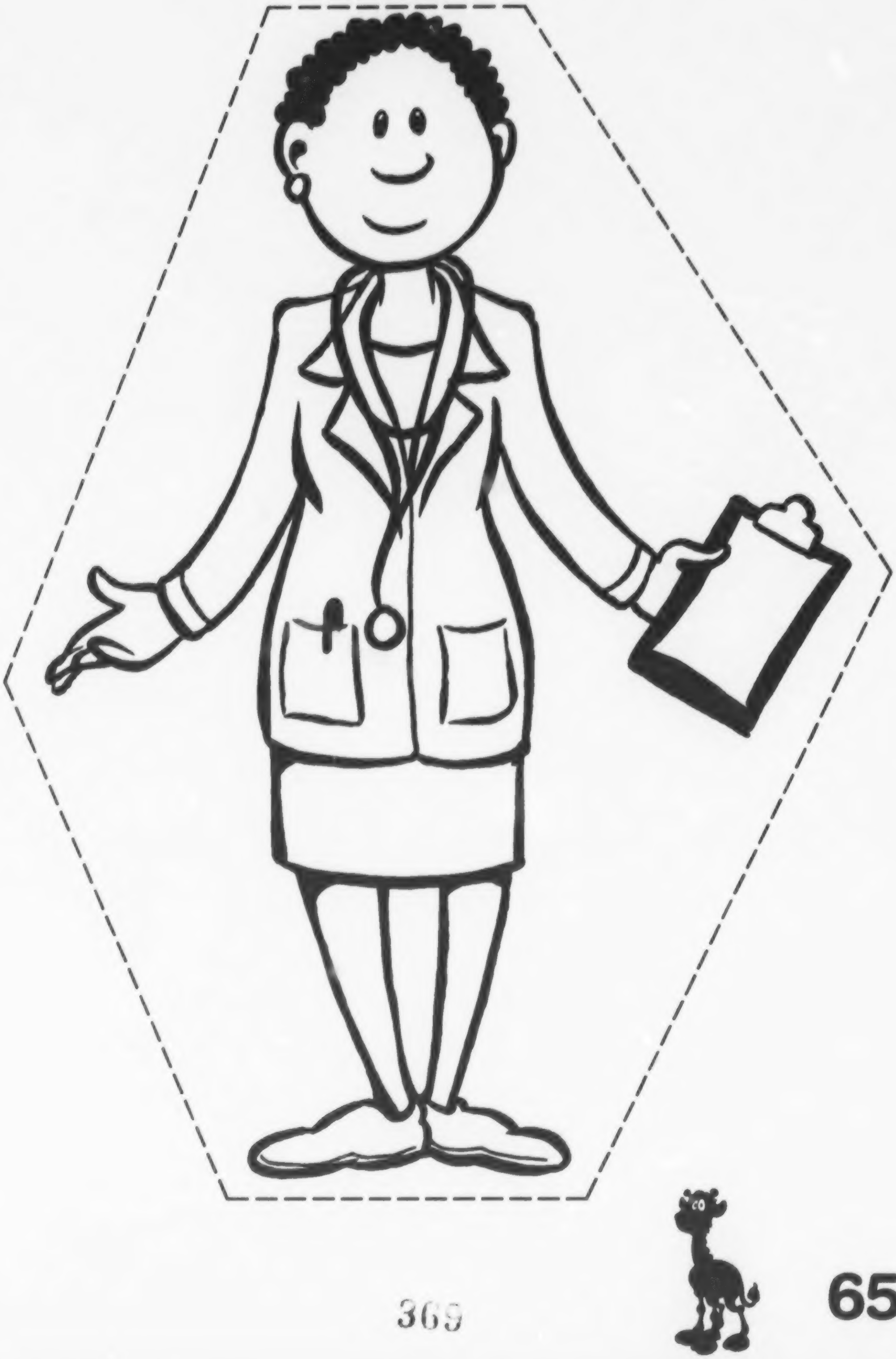
Name ______________________________

# Health Helpers

### *Doctor*



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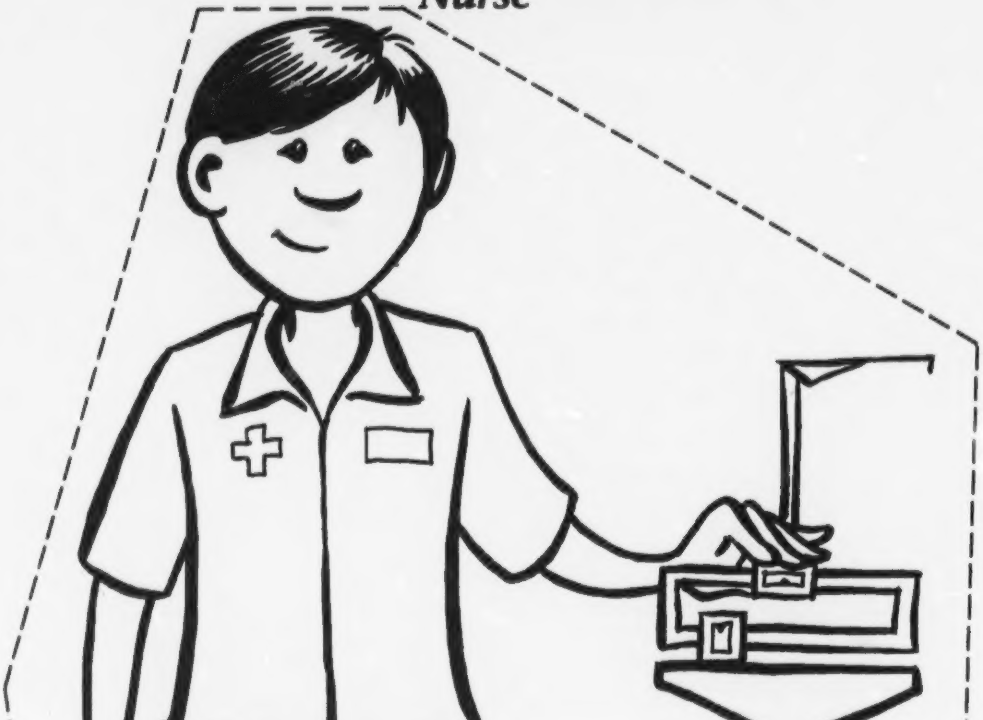
Name ______________________________

# Health Helpers

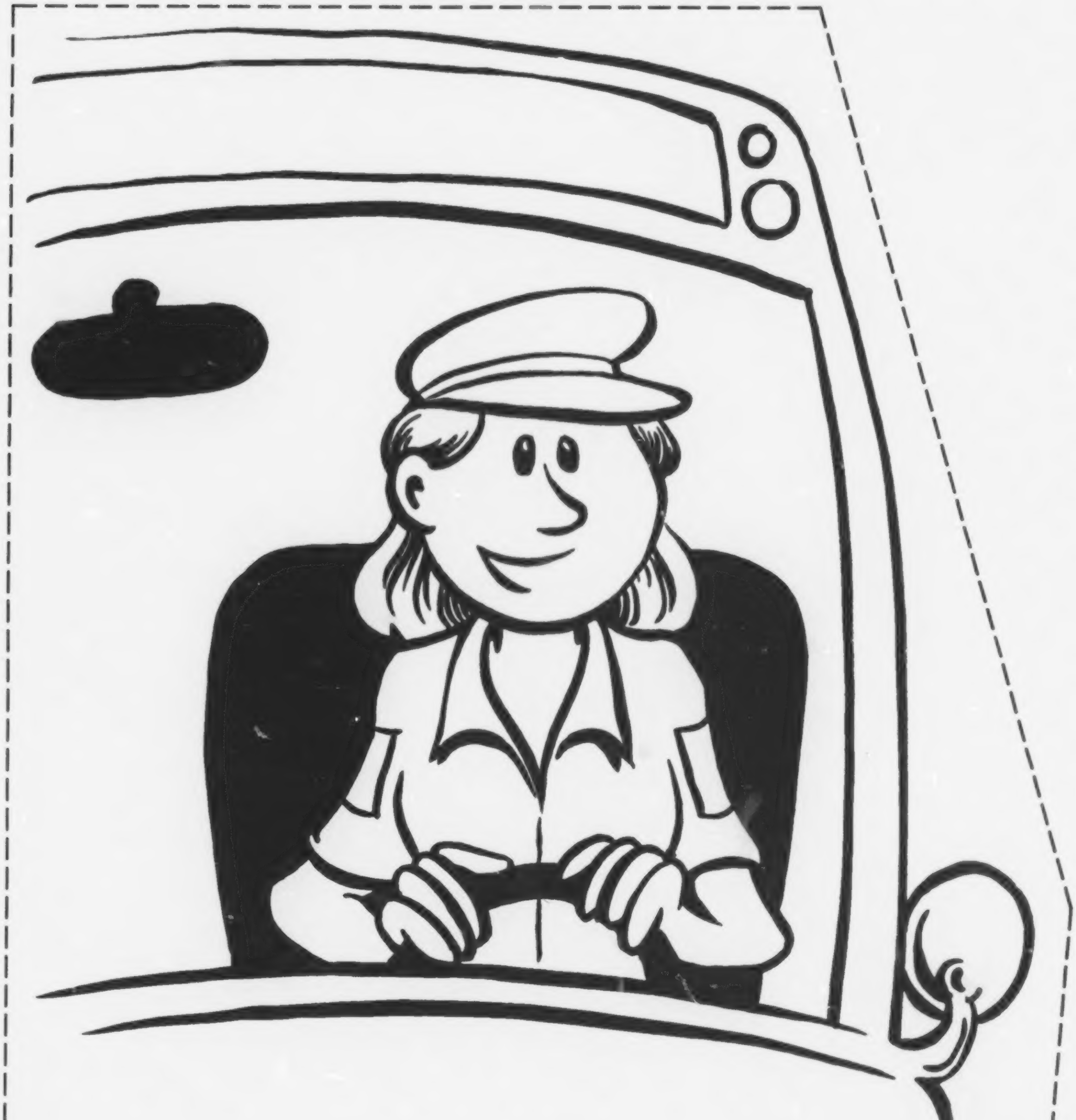
## *Nurse*



Name ______________________________

# Health Helpers

## *Bus Driver*



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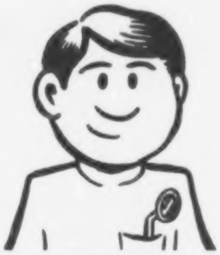
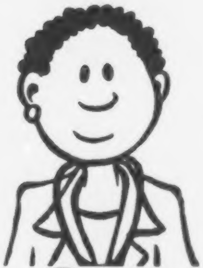
Name ______________________________________________

# Matching Health Helpers

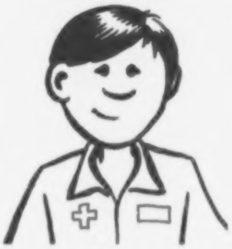
*Directions:* Match the pictures of the health helpers with something they use.



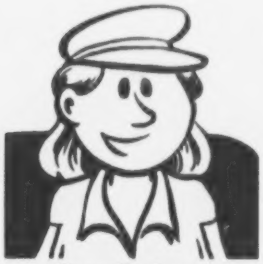
Dentist



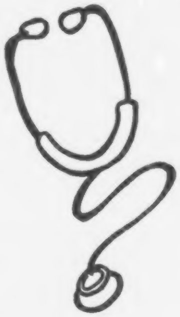
Doctor

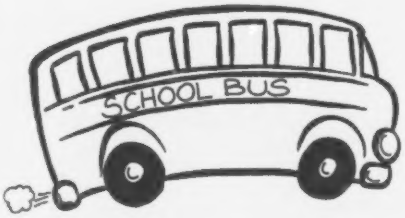


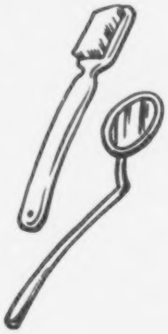
Nurse

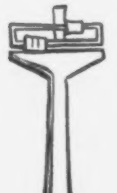


Bus Driver









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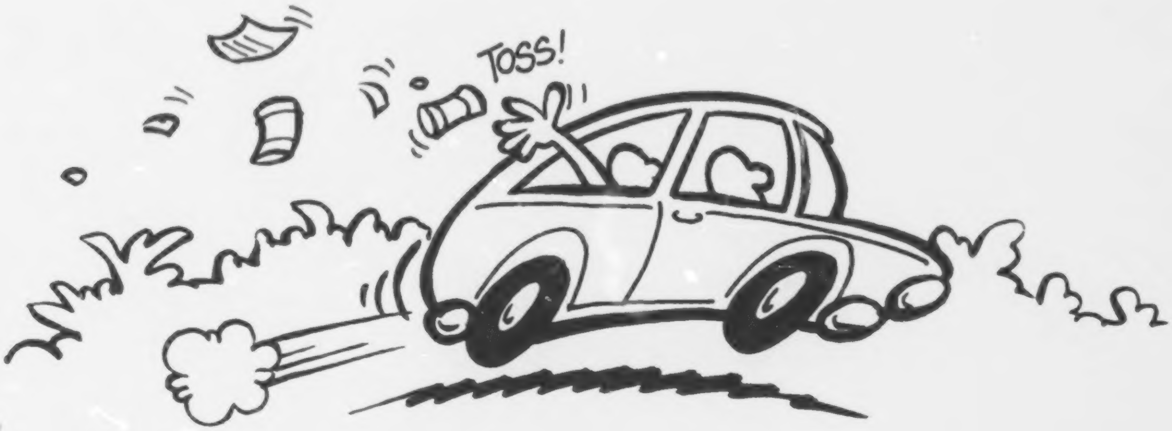
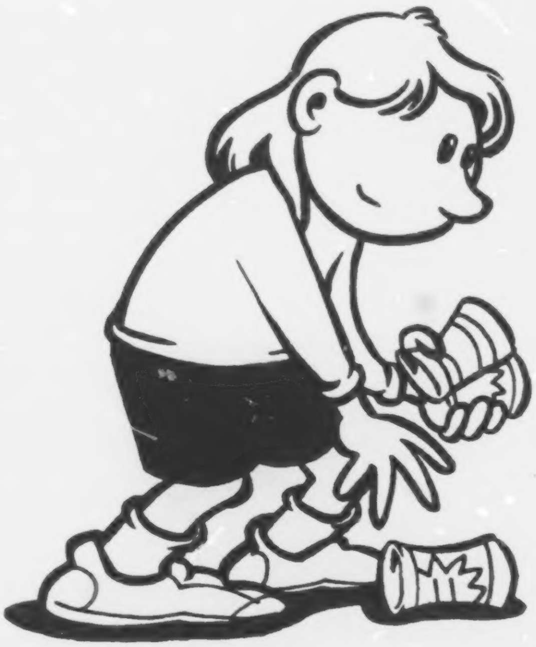
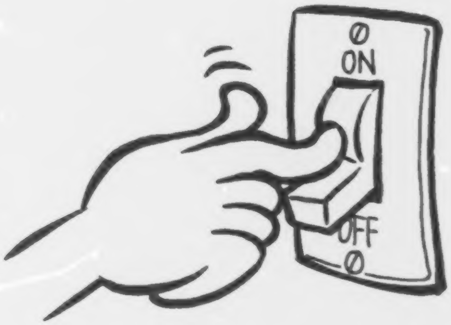
# Caring for Our World

*Directions:* Color the pictures that show people doing things that help the environment.







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# I Take Care of My Home

*Directions:* Take this worksheet home and talk to your family about a way you can help take care of your home. Fill in the contract with your name and the job you agree to do. Sign the contract. Then mark each day you do the job on the chart.

I, ______________________________,
(name)

agree to do the following job to help take care of my home.

For one week, I will

__________________________________________________.

Signed: ______________________________

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|
| | | | | | | |

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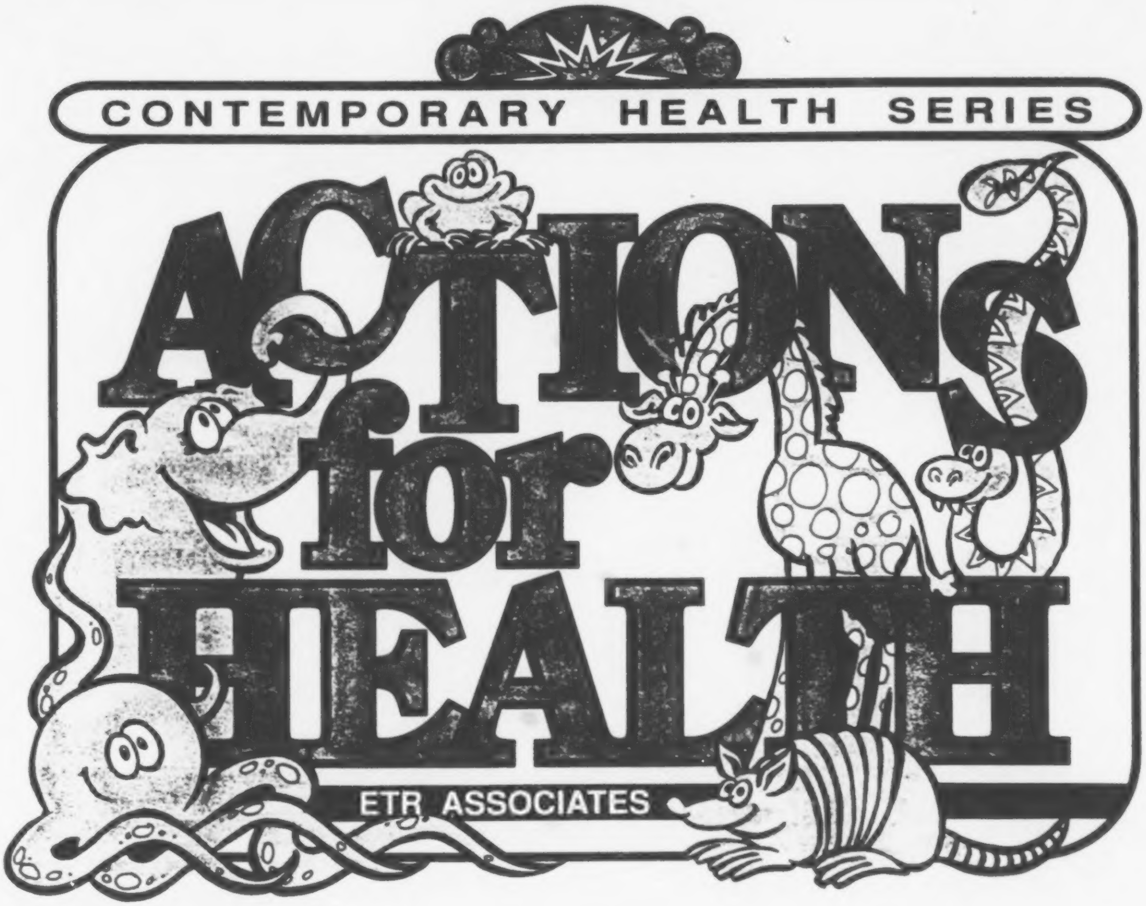
CONTEMPORARY HEALTH SERIES
ACTIONS for HEALTH
ETR ASSOCIATES

# Involving Families

## 1

## SAMPLE

ETR ASSOCIATES

# Introduction

Family and community involvement is an important aspect of a comprehensive health education program. Families are the primary lifestyle educators of their children. The health knowledge and skills students gain in the classroom must be supported and reinforced at home and in the community.

At every grade level, the *Actions for Health* curriculum has suggestions for home and family involvement, including letters that can be sent home with students on a variety of topics. The letters offer health information for families and children, suggest activities for family health and describe difficult topics.

For your convenience, we have collected the letters for this grade level in this booklet. These letters were developed to accompany specific lessons. We encourage you to use these letters as a tool to develop family and community involvement. Feel free to adapt them to meet your needs.

Other elements of the *Actions for Health* curriculum are also designed to foster family and community involvement:

- **Activity posters** (grades K-3)—These interactive posters feature suggestions for family activities around specific health themes.
- **Pamphlets** (grades 4-6)—These pamphlets, designed to appeal to preteens, can be shared with families.
- **Student booklets**—Each grade level includes two *Actions for Health* student booklets. These are entertaining stories, written around specific health themes, which children are encouraged to share with families.
- **Special Event**—Each grade level includes suggestions for a Special Event, which you can use to involve the school community, family members and the wider community.

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ISBN 1-56071-123-X

Title No. H017

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

# Family Fun

Date: ____________________

Dear Family:

As part of our first grade health lessons, we are learning about families. We have been talking about all the important ways that families take care of the people in them.

Your child has a booklet about families to share with you. *A Family That Fits,* which we read today in class, features Jamal Giraffe, the theme animal for these health lessons. This story depicts a variety of families to encourage children to feel good about their own family situation. (The giraffe family is the traditional family.)

An *Actions for Health* Book
A Family That Fits
ETR ASSOCIATES

In the next health lesson, we will be talking about family fun. Please help your child answer the questions on the **Family Fun** worksheet. Family activities could include vacation trips, birthdays, work projects, weekend activities, holidays and other religious or cultural traditions.

Have your child return the student booklet and the worksheet with the answered questions to class. Thank you.

Sincerely,

____________________

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Name ______________________________

# Family Fun

1. One thing our family does for fun is

2. We have a special family celebration for

3. One of our special family traditions is

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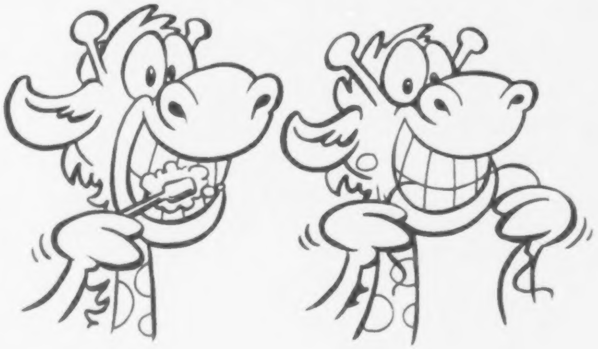
# Dental Health

Date: ______________________

Dear Family:



Unit 3 of the first grade health education program is about dental health. We began by telling children about all the wonderful jobs that teeth do for them and about the new teeth that are growing in their mouths at this age.

Today in class we had a visit from ______________________. Children learned how important it is to care for their teeth every day. Your child has a worksheet that keeps track of daily brushing for a week.

While flossing is also an important part of dental care, children this age may not be ready for it. Check with your dentist. We have demonstrated flossing in class, but children are not expected to floss.

Please encourage your child to complete the chart on the worksheet each time he or she brushes his or her teeth. At the end of the week, please sign the worksheet and have your child return it to class.

Thank you for your help. Please call if you have any questions.

Sincerely,

______________________

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# My Happy, Healthy Teeth

*Directions*: Make a ✔ in a tooth each time you brush each day. You need to brush at least twice a day for healthy teeth. Have an adult family member sign the chart when you've filled it out. Then return it to school.

| | | |
|---|---|---|
| ***Monday***<br>Brush<br>🦷 🦷 🦷 | ***Tuesday***<br>Brush<br>🦷 🦷 🦷 | ***Wednesday***<br>Brush<br>🦷 🦷 🦷 |
| ***Thursday***<br>Brush<br>🦷 🦷 🦷 | ***Friday***<br>Brush<br>🦷 🦷 🦷 | ***Saturday***<br>Brush<br>🦷 🦷 🦷 |
| ***Sunday***<br>Brush<br>🦷 🦷 🦷 | Signed:<br>______________________________<br>(adult)<br>______________________________<br>(child) | |

# Snack Party

Date: ______________________

Dear Family:

We are having a healthy-snack party to wrap up our unit on daily health habits, "Taking Care of Myself Every Day." This letter gives some **Simple Snack Recipes** for healthy snacks. The children made some of these snacks in class.

You may enjoy making some of these snacks at home with your child. Your child may also want to share with you a story about a healthy snack, *The Golden Treasure,* which we read in class.

Please let me know if you have any questions or comments.

Sincerely,

______________________

## Simple Snack Recipes

**Applewiches:** Spread apple slices with unsweetened peanut butter. Make faces with raisins, nuts, coconut, etc.

**Gorp:** Peanuts, raisins, dried apples, carob chips, sunflower seeds.

**Jello:** Make your own nutritious jello with fruit juice and unflavored gelatin. No added sugar is needed. Add chunks of fruit, too.

**Easy Pizza:** Slice an English muffin or pita pocket in half. Toast. Spread with pizza sauce or plain tomato sauce. Cover with grated lowfat mozzarella cheese. Add vegetable toppings of your choice: onions, green peppers, mushrooms. Use the vegetables to

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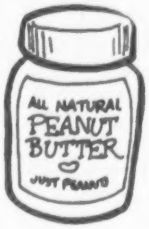
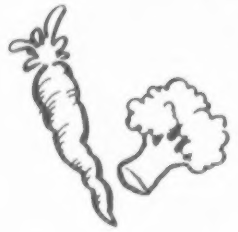
make faces on the pizzas. Heat in the microwave for 45 seconds or bake for 10 minutes in a 450° oven.

**Yogurt Dip:** Mix 1 cup of lowfat cottage cheese, 1 cup of plain, lowfat yogurt, and about two tablespoons of onion soup mix or a little lowfat blue cheese, curry or other seasoning. Serve with vegetables or crackers.



**Celery Boats:** Stuff celery with peanut butter or cottage cheese.



**Vegetable Robots:** Wash vegetables such as mushrooms, broccoli, cherry tomatoes, carrots and celery, and cut into different shapes and sizes. Put vegetables together with toothpicks to make robots.

**Banana Splits:** Peel a banana and slice it in half the long way. Sprinkle unsweetened coconut or cinnamon on the open faces. You may want to drizzle a little honey on the banana first.

**Yogurt or Juice Popsicles:** Mix 6 ounces of unsweetened orange juice concentrate, 2 cups of lowfat plain yogurt and 1 teaspoon of vanilla. Freeze in ice cube trays with plastic or wooden popsicle sticks. Popsicles can also be made with unsweetened fruit juices.

**Healthy Snack Drinks:** Mix cider or unsweetened fruit juices (cranberry and grape juice are good) with seltzer water.

**Other Simple, Healthy Snacks:**

- plain popped popcorn (no salt or butter)
- melon balls—cantaloupe, honeydew, watermelon (add strawberries, if desired)
- rice cakes
- pretzels (low-salt)

# Germ Smart

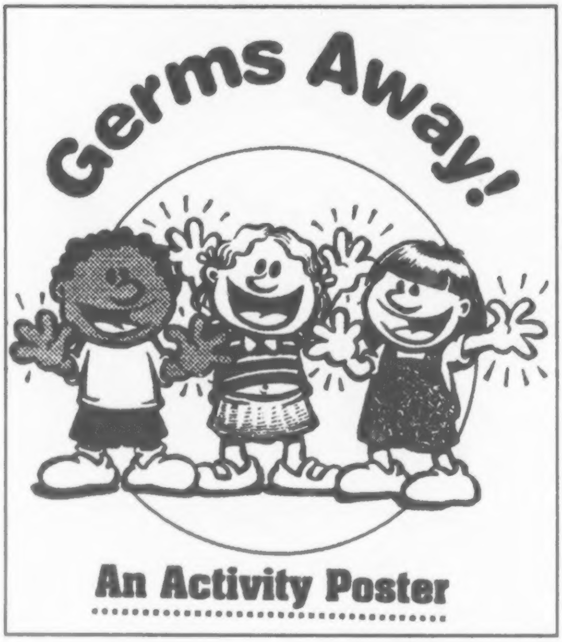
Date: ______________________

Dear Family:

Our class is learning about germs and how germs make us sick. Handwashing is one of the most effective ways to reduce the spread of germs and illness, including colds and flu. Your child has a *Germs Away!* activity poster to share with you. You can use the chart on the poster to encourage your children to wash their hands frequently.

Our class is also doing an experiment to help children understand how their skin protects them from dirt and disease and understand the importance of washing cuts and scrapes to keep germs out.

Your child has an **Apple, Apple** worksheet that explains the experiment. If you would like to duplicate this experiment at home, you will need two apples. Let your child bite one of the apples, breaking its skin. Have the child lick the other apple, without breaking its skin.



Then set the apples in a place where you and the child can observe them for a few days to see what happens. Children can note their observations on the worksheet.

Please let me know if you have any questions.

Sincerely,

______________________

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Name ______________________________

# Apple, Apple

*Directions:* Take a bite of one apple, breaking the skin. Lick the other apple, without breaking the skin. Set the apples where you can see them and watch what happens in the next three days. Use this chart to keep a record of what you see.

Date the experiment began: ______________________________

What happened?

Day 1

Day 2

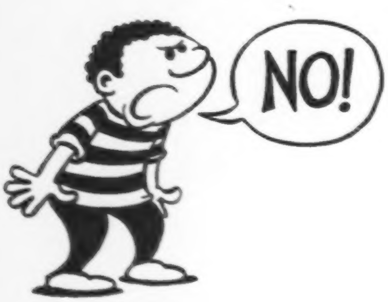
Day 3

# Family Personal Safety

Date: ______________________

Dear Family:

Our class is talking about general rules for personal safety. We have emphasized three steps that children can take to help protect themselves in situations that feel bad or confusing:



- Say no.
- Get away.
- Tell someone.

Please discuss your own family rules about personal safety. You may want to complete the sentences and lists with your child. This information is private. Your child does not need to return this questionnaire to school.

Sincerely,

______________________

Actions for Health 1 © 1992 ETR Associates

*Family Personal Safety (continued)*

1. It is OK to get into a car with ______________________________

______________________________________________________

2. If I am home alone, it is OK to let these people in:

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________.

3. If I am alone and I need help, I can call ____________________.

4. I can talk to these people when I am in a public place alone:

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

5. If I am home alone and someone wants to know where you are or when you will be back, I can tell them ____________________

______________________________________________________.

6. Another personal safety rule I need to know is ______________

______________________________________________________

______________________________________________________.

# Safety at Home

Date: ______________________

Dear Family:

In health class, children have been studying ways to prevent poisoning. Please discuss the following Poison Prevention Rules with your child. Then help your child complete the checklist to see how safe your home is. Please sign off when you've completed the checklist and have your child return the sign-off slip to class.

## Poison Prevention Rules

- Always ask an adult if it's safe before you taste anything new or anything you're not sure about.
- Tell an adult at once if you see another child taste something new or strange.

- Keep dangerous substances out of the reach of children.
- Keep poisons in the containers they come in.
- Put poison stickers on dangerous substances.
- Use childproof caps on medicine and vitamin bottles.
- Keep emergency numbers, including the Poison Control Center, by the phone.

Sincerely,

______________________

## Home Safety Checklist

Put a mark beside each item that you've checked for safety in your home.

*Kitchen and Laundry*

_____ Cleaners, soaps and polishes are out of reach of children.
_____ Cupboards that are not out of reach have safety latches.
_____ Vitamin bottles have childproof lids.

*Bathroom*

_____ Medicine containers are out of reach of children.
_____ Medicine bottles have childproof lids.
_____ Cosmetics are out of reach of children.
_____ Cleaners are out of reach of children.

*Bedrooms*

_____ Medicine containers are out of reach of children.
_____ Cosmetics are out of reach of children.

*Basement/Garage*

_____ Weed and insect killers are out of reach of children.
_____ Fertilizers are out of reach of children.
_____ Gasoline, oil and other fuels are out of reach of children.
_____ Painting supplies are out of reach of children.

*Other*

_____ We put poison stickers on dangerous substances.
_____ We posted emergency numbers by the phone.
_____ We also checked these places:______________________________
______________________________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## Sign-Off Slip

We have completed the Home Safety checklist.

______________________________ ______________________________
(child's name) (parent or other adult's signature)